DOCUMENT RESUME

ED 106 832 CS 001 890

TITLE
INSTITUTION
PUB DATE

Early Reading Success Program.

Ferguson-Florissant School District, Ferguson, Mo.

74

NOTE

956p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original

document

EDRS PRICE DESCRIPTORS

MF-\$ 1.55HC Not Available from Etc.S. PLUS POSTAGE *Developmental Reading; *Effective Teaching; Elementary Education; *Individualized Reading; Preschool Programs; Reading Diagnosis; *Reading Instruction; *Reading Programs; Remedial Reading

IDENTIFIERS

*Effective Reading Programs; Right to Read

- ABSTRACT

This program, included in "Effective Reading Programs...," serves almost 9000 children ranging from preschoolers to sixth graders. The program is actually a series of programs assigned to coordinate reading instruction. It includes the following features: a complete diagnostic testing program beginning at age four; individualized reading instruction at all levels, including the preschool level; a remediation program for children reading significantly below expectancy level; a continuous inservice training program in reading diagnostic and instructional methods; consultants to provide help with reading, language, and learning disabilities; extensive professional and student library media at all elementary schools; use of teacher-made materials and aids; and parent volunteers working as parent-teachers in the program. Most program activities take place in the classrooms, libraries, or homes. Program materials include a wide variety of commercial and teacher-prepared materials, a district-prepared checklist of reading skills, and an early childhood curriculum guide. (WR/AIR)

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE HATIONAL INSTITUTE OF EDUCATION

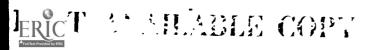
THE DOCUMENT HAS BEEN REPROPERTY AS RECEIVED FAR HE PENSON OR OMGANIZATION OF TAKEN OF THE POINTS OF

EARLY SUCCESS COMPLYC PROGRAM

The antereserva of the Servy Success Reading Program began sin years ago then a new assistant superintendent, in charge of elementrary eligation, supported by he superintendent, began effecting changes in various areas of the curriculum. This leadership resulted among other things in a redefinement of the teacher's role through team teaching, the use of many volunteers from the community, and a strong emphasis on early education including the development of a program for all four year olds and their patents. The successful total reading program developed was both a concommant development of the early education program and an outcome of it. Throughout the past six years, administrative decisions have been based on the belief that the individual chi'd and his needs and opportunities are of prime importance. Emphasis has been placed on diagnostic-prescriptive teaching to individualize and personalize instruction. The impact of this leadership and the philosophy behind it may be seen in the description and the results of the DARLY SUCCESS FEADING PROGRAM of Ferguson-Florissant.

Description of the School District

approximaters 19,000 students including trestmool couldren, Located north of the City of St. Louis, Missouri, the school district covers the numericalities of Perimon and Pionessant and so eral office small



although there is an increasing number of other racial groups establishing residence. Three per cent of the school population is black. The school district operates seventeen elementary schools, three junior high schools and two high schools.

Extended Day Program Commonents , Kindergarten

Over the past several years, the school district has been making extensive changes in the kindergarten program. Small group instruction has been emphasized in both the language arts and math areas. A definite program of pre-reading skills was established and a realization developed that some children were ready for or were reading at age 5. A new report card reflected the establishment of specific objectives in the language arts and math areas. Along with this curricular, change, came the beginning of the extended day program. In order to provide a well-rounded program for kindergarten children including the development of both cognitive and creative skills, children attend school part of the year for an extended period of from one to two hours beyond the normal three-hour day. At the present time, six schools are providing the extended day program for all students for the entire year.

Parent-Child Early Education Program (PCEE)

As changes were developing in the kindergarten, the district was funded through Title III. ESEA, 306 for a Parent-Child Early Education Program. The rationale namelescription of the program model may be found in April 2. A = 1.00 1401-11 grass at Mome School Dr. gram



innovative early education projects by Berfie J. Fallon, Ed. This program for four year olds and their parents is now in its third year of federal funding. It is intended to provide four year olds with both home and school learning experiences, particularly of a cognitive nature. Heavy emphasis is placed on diagnosis and prevention of educational and behavioral problems. Handicapped children are mainstreamed into the total program. They receive assistance from trained specialists but are also integrated in group experiences. This early education program is often known as Saturday School, because the children attend school during a Saturday session and then receive a home teaching sist during the week.

Since we believe that education of young children cannot be done by the school alone, involvement with parents is of prime concern.

Parents, including many fathers, assist in teaching small groups on Saturday, participate in the home teaching visit, and carry on learning through the week with the assistance of a home activity guide. Results of this program may be found in Appendix B, Evaluation Year I - Parent-Child Early Education Program: Appendix C, Evaluation Year II - Parent-Child Early Education Program: and Appendix D, Saturday School: A Success Tory.

In summation, this complete evaluation indicates that children, on the average, made 46 months gain in mental age, twenty one months

in language or ils and eleven months in perceptual age. Significant changes in self-esteem were also noted. Children who were found to have various educational and behavioral problems made significant gains.

During the past year, it should be pointed out that 24 children in the Saturday School program were identified as having reading ability and were provided instruction through experience stories, preprimers, primers and first and second grade readers. Kindergarten teachers were informed of the reading levels of these children and appropriate reading instruction was continued at the kindergarten level.

with no preschool experience and those with other kinds of sursery school experience, during the kindergarten year, using the Screening Test of Academic Readiness. On the total test and six of the eight subtests, Saturday School children did better than the no preschool comparison group. On two subtests, as well as the total test, the Saturday School, group means exceeded those of the preschool group (see Appendix D, Saturday School: A Success Story.)

Currently, data based on the Stanford Early School Achievement

Test are being analyzed on children in Beginning Primary who previously were in Saturday School, other nursery schools, or did not have preschool experience. Some available data on the reading sections of the SESAT Level II test is also significant. Of the slightly over 1,000



741 children took the additional test of Word Reading and 643, the test of Sentence Reading. Teachers based the administration of these tests to children who had experienced proficiency in reading during. The beginning of the year and who were in reading programs during the kindergarten year. Not only were 64% - 74% of the children exhibiting reading skills, but furthermore, it should be pointed out that the SESAT Level II scores in reading were significantly higher than might ordinarily be expected of students at the same age and grade level. (See Appendix E. An Analysis of First Grade Stanford Early School Achievement Scores in the Ferguson-Florissant School District.)

Children who were ready for reading at the kindergarten level were introduced to reading through the use of the SWRL Reading Program. Color Eavs to Reading, experience stories, the basal reader approach, and other supportive materials were used to extend development of word recognition skills. Reading was encouraged through the use of library books and the library itself. These children, now in the first year of primary, are reading at a variety of levels and with multi-materials. Our emphasis on early education has resulted in a widening of achievement for children and it is not uncommon to see some children reading at a third grade (or higher) level, others in first grade reading material and still others in the initial stages of reading.



Baseline data is currently being gathered on our second year primary children using the Stanford Task 73 Achievement Test. This information will be used to compare their achievements with that of the current first year primary group which consists of many Saturday School children, when they enter the second year primary. The reading achievement scores will be of particular interest.

Title I. ESEA, Young Child Development Program

In order to provide continued and preventive service to children considered educationally deprived, the Title funds allotted the school district have been channeled to serve children at the kindergarten and first year primary level. Operating in five elementary schools, children evidencing certain learning problems receive a diagnostic work-up.

Instruction by a trained teacher-specialist is then based on the child's strengths, while strengthening his weaknesses.

reported in Appendix F. ...valuation Peport Young Child Development

Program ESEA. Title I 1972-73 indicates that pupils who received

specialized programs apparently benefited from them. Children as kinder garten level reached the expectation established for them in the areas of growth in mental age, perceptual age and expressive language age.

They did not meet the expected goal in receptive language. The children at the first year primary level made gains in all of the previously mentioned areas. The children in the program gained in academic readiness as measured by, the Screening Test of Academic Readiness

given to Findergarten children and the Stanford Farly School Achievement Test given to first year primary students.

Remedial Peading Services

As an additional measure of early identification and treatment of problems to those students whose reading achievement is below their potential in remedial reading, services have been concentrated at the primary level. Working primarily with students in the second and third primary years, reading specialists operate under guidelines set forth in Appendix G - State Department of Education - Remedial Reading Guidelines: Appendix H - Planning for an Effective Remedial Reading Specialist Program for the Elementary Schools; and Appendix I -Guidelines for Reading Specialists - Ferguson-Florissant School District. It should be emphasized that communication with parents and the classroom teacher is considered essential. For that reason, specialists work within the classroom setting to provide instruction and emphasis is placed on building reading interest. Although a formal written report has not been prepared, evidence suggests that when students receive specialized attention, their gain in reading achievement is greater than before they received the help. A long-term follow-up is needed to see if these gains are maintained.

District Developmental Reading Program

The total district reading program has been directed and supported by a reading curriculum committee. As a result of their work, the position paper entitled, Good Practices in Reiding Instruction (Appendix



J) was developed. The ideas expressed in this booklet were based on a sampling of teachers to determine their beliefs on individual differences, the content of the reading program, and the diagnostic prescriptive method.

After the paper was developed, the position paper was used as the basis for a series of staff inservice neetings.

Shorely thereafter, the need for a list of reading objectives was determined to be necessary. The Reading Objectives (Appendix E.) were developed and in order to imp' ment these objectives, the Reading Objectives Checklist (Appendix I.) and the Manual (Appendix M) which accompanies the Reading Objectives were prepared. Teachers thus have a tool in order to determine the skill achievement of a student and a means of noting achievement and progress in a systematic fashion.

Further implementation and staff development is provided by consultative assistance. Language Arts Curriculum Consultants assist teachers in organizing a reading program, making reading a part of the language arts process, diagnosing reading problems, and provide programming for problem readers.

In order to assess achievement through standardized procedures, the Gates MacGinitie Reading Test has been administered in the spring of 1972 and 1973 to all students, grades 1 through 6. The achievement results are found in the report, 1973 Gates Scores (Appendix N). This data indicates that district-wide reading scores are significantly above grade level to grades 1-7.



Besides concern with skill objectives, we have also been interested in the implementation of the instructional program in reading. Appendices O, P, and Q deal with suggestions for organizing the reading program and suggestions for ways of developing comprehension. Ideas for applying reading skills are presented in two curriculum guides. (See Appendices R and S) The first guide, Pencils, Papers, and Peanickles is intended for second and third year primary students in order that they might apply their reading skills in creative writing. The Creative Language Guide is intended for use by intermediate students.

In addition, during the 1972-73 school year, a new form for recording reading test information and teacher evaluation of achievenent was initiated as a means of permanent information to provide a continuous program for the individual student. (See Appendix T). Communication Skills Record.

Library Services

In the past several years, instructional materials centers have been developed in each elementary school. (See Appendix U, Library Services.) These centers are staffed with special personnel. Five professional media/librarians with teaching and library supervision certificates direct programs at a home base and at least two or three other school libraries. Twelve library assistants are stationed at these schools. The library specialists provide direct service to children and assist teachers as resource consultants. Emphasis is placed in



building interest in reading through 'Project Choice' activities, scavenger hunts, dramatic activities and puppet shows. Library clubs have been organized to assist in care of the library, publicity, and assistance to readers.

Right to Pead School

In January, 1972, Walnut Gro e School in the Ferguson-Florissant School District was chosen as a hight to Read school site with special federal funding. Specific objectives were developed pertaining to students, staff and community. Major attention has been given to staff development through a six week, all-day inservice program during the first summer of operation, continued assistance and consultation by Dr. Ronald Cramer, Oakland University, Rochester, Michigan; Dr. W. Dorsey Hammond, Oakland University; Dr. Veralee Hardin, University of Missouri, Columbia; Dr. David Cooper, Ball State College, Muncié, Indiana; Dr. Laurence Passmore, University of Indiana, Terre Haute; Dr. Delores Durkin, University of Illinois, Champaign; and Dr. Jerry Mallett, Findlay College, Findlay, Ohio, and through short term courses and workshops. The description and major goals of the program may be found in Appendix V, Request for Refunding Right to Pead Program. Major content and themes of the staff development program may be found in Appendix W, The Language Experience Approach :> Peading.

Many efforts have been made in increasing interest in reading while building work analysis and comprehension skills. The library has become the foods point of reading instruction. The community has



supported the program through the Reading is Fun-Damental Project (RIF) which provides money for purchasing paperbacks. (See Appendix X, Reading is Fun-Damental Project.) The many projects that have been developed in this program are explained in Appendix Y. Right to Read Bulletins. Evaluation results indicate that students are making greater year by year reading growth. Use of the library indicates greater interest in reading (See Appendix Z, Evaluation Right to Read Program.)

Also as a result of the Right to Read Program, three district schools have received funding for reading materials under the Title II, Special Needs, for replicating materials purchased at Walnut Grove School, Appendix Z1, Expansion of the Right to Read Program. The plans are that during the 1974-75 school year, the Right to Read focus will be in all Ferguson-Florissant schools.

Summary

Various efforts have been made within the Ferguson-Florissant School District to develop a strong reading instructional program. Evidence contained in the appendices indicate the success of the early education program through services to four year olds and their parents and a kindergarten program which stresses cognitive skills. Special service to children with various learning problems is stressed in the early years of school through the Special Education Services for age 4 children. Title I services at kindergarten and first year primary, and reading specialists services before reading problems become acute. Description of the total reading program, including library services is presented



along with the hight to Read Program centered at the Walnut Grove School. Available evaluation data is supplied throughout all reports to indicate the effectiveness of the EARLY SUCCESS READING PROGRAM.



APPEND ICES

- Appendix A Ferguson-Florissant Home/School Program for Four-Year Olds Doris M. Stumpe
- Appendix B <u>Evaluation Year I Parent-Child Early Education Program.</u>
 Title III, ESEA.
- Appendix C Evaluation Vear II Parent-Child Farly Education Program.
 Title III, ESEA
- Appendix D Saturday School: A Success Story.
- Appendix E An Analysis of First Grade Stanford Early School Achievement Scores in the Ferguson-Florissant School District.
- Appendix G State Department of Education Remedial Reading Guidelines.
- Appendix H Planning for an Effective Remedial Specialist Program for the Elementary Schools.
- Appendix I <u>Guidelines for Reading Specialists Fergusor-Florissant School District.</u>
- Appendix J Good Practices in Reading Instruction.
- Appendix K Reading Objectives.
- Appendix L Reading Objectives Checklist.
- Appendix M Manual to Accompany Peading Objectives.
- Appendix N 1973 Gate Scores.
- Appendix 0 Learning Centers.
- Appendix P Organization of Reading Program.
- Appendix Q Guidelines for Developing Comprehensi n Skills.
- Appendix R Pencils, Papers and Peanickles.
- Appendix S Creative Language Instruction
- Appendix T Communication Skills Record.
- Appendix W The Language Experience Approach to Reading.
- Appendix X | Leading is Fur-Damental Project.
- Appendix Y Right to Pead Eulletins
- Appendix 7 Evaluation Right to Pead Program
- Appendix 21 Expansion of the Right to Read Program.



Appendix A

For Loon I missant Home/Scicol Program for Four-year-olds

I to Mission to a more than the property Mastern. Commence of the Commence

Description

The second of the second of the second that is a second to the second of January Beller, Booten d'Engelmann, West of dot of a reported that or have the control of the following section of mental ability. seed the seed of an inathematical ar lerstanding, and (cream of deferences of adjustment Both Gordon and Gray report that longing all intervention programs involving parents have shown maximum impact on the aducationally disadvantaged child. In addition, most reports indicate that such programs foster a favorable attitude toward preschool programs on the part of parents

The Forguson-Floris and Home School Program for four-year-olds is designed for all district four-year-olds and their parents, although environmentally lisalizating id in forch are the primary target group Environments of all-analysis and editore is that complex of environmental facin motion of the control tempossible, for a child to succeed in the gring is the incidence of such disadvantage is ning wire to a contract roups, it can be to and to some ex a ... 4,00

mais dis Jilly 10.01

make the program is held on the assemption that the child, that must be involved juntly in attacking the 12.4 that in The program his the following goals 1.1. pr. the safety and nighter will estirem as a result of in high and material structures. In have a strong ٠, received cause by 10%, diby 1 m and objerves . .

group of the Street and as Street, 19 receive support **,** : 11

or a confidence confidence en an or and goden a day motivate ad Π.



te on their child, and (3) helieve the self-like wint to, and can lattend to their child's individual needs.

The school will (1) develop diagnostic instruments and learning activities/ designed to meet individual needs, (2) develop and successfully communicate to parents a description of those environmental factors that are most conducive to maximizing learning potential, and (3) develop an input system so that learning activities of the preschool program can constantly be changed as a result of parental and evaluative feedback.

Procedure

Program Planning — In tiation of a new preschool program should be preceded by (a) an extensive survey of the literature on early learning, (b) consultation with specialists in early childhood education, (c) a thorough assessment of local needs, and (d) study and observation of model programs with components that satisfy those needs. Groups represented in designing the program include the board of education, the superintendent's staff, elementary school principals and curriculum personnel, and kindergarten and primary teachers. Personnel from local related programs such as Head Start. Day Care, Education and Home Economics Departments of colleges and universities, as well as Health and Welfare agencies are also utilized.

A Community Participation Parents and other community members should be directly involved in program planning, operation, and evaluation. A Parent Advisory Council can be formed well in advance of the program's initiation. The Council, representing a cross-section of socioeconomic and occupational levels, can assist in assessing parent and community perception of the specific needs in preschool education, as well as in the identification of potential pupils. Direct communication of concerns and recommendations from area residents is solicited in order to continually refine program operation. The Council can make judgments from a community point of view on decisions regarding time schedules, parent training procedures, and information dissemination. Council members can interpret the program to community groups through slides and tape presentations or demonstrations.

Other methods of con municating with community members include (a) a Bulletin for Parents of Preschool Children which is sent bimonthly to families with children up to five years of aga, (b) Parenting Skill Sessions Conducted by the Home/School staff and specialists in areas such as child

guidance and physical skill development, (c) distribution to parents and other preschool educators of weekly Home Activity Packets, (d) press releases, and (e) observation and participation in Saturday Schools by the staff of other early education programs, by preschool teacher trainees, and by high school student aides

Parent Contact. Each shild in the district who reaches age four on or before September 30 of the current year may enroll. Parents of potential pupils are contacted by a door-to-door canvass using current census information and responses to local presonclesses, or by announcements distributed by school children to families known to have four-year-olds.

Before the program begins, parents of prospective students attend an orientation session. The Saturday School and the Home/School program are described, and parental responsibilities are explained. These responsibilities include periodic participation as a parent-teacher in Saturday School, observation and participation in the home teaching session, and completion of the follow-up lessons assigned by the Home/School teacher. In general, the parents are concerned and willing to cooperate with the school when the plans are vithin the realm of their capabilities.

At the prientation meeting, parents complete a child performance checklist Ms Preschool Child. The checklist includes approximately fifty specific behaviors in the areas of Personal and Social Development, Language and Concept Development, Physical Skill Development, and Interests and Experiences. Parents are asked to indicate the frequency with which they observe their child performing the task or displaying the behaviors listed.

Pupil Diagnosis. Following the parent meetings, each prospective student receives an initial diagnosis. The diagnosis is based on a visual and hearing screening, a measure of intellectual functioning, a measure of receptive and expressive language, a measure of self-esteem, parent ratings, and a behavior checklist completed by the teacher. An analysis of the test results helps establish the extent of the need for the preschool program services, and gives initial direction in choosing appropriate learning experiences from the district's Lerly Childhood Curriculum Guide Series, and other resources such as Intellectual Growth in Young Children (Isaacs, 1966), and Intervention with Mothers and Young Children The Focal Endeavor of a Research and Training Program (Gray, 1968)

rientification of learning problems due specifically to emotional disturbance, learning disabilities, physical handicaps or underachievement. Problems so identified are referred to specialists for further evaluation and treatment.

Staff Training Staff members in this program are experienced teachers of young children. They are employed half-time. They may need to be trained or retrained to teach to performance objectives determined to be appropriate through pupil diagnosis. Staff competencies that are required include writing and sequencing instructional objectives, designing learning experiences, diagnosing pupil needs, placing pupils along the continuum of objectives, and conducting small group and individualized lessons. In addition, staff members must be able to work as partners with parents, drawing upon potential parent contributions, as well as serving as a model teacher for them. These skills are developed through single objective training workshops, practical experiences with children, video tape analysis of teaching behavior, staff seminars on specific types of student problems, and curriculum writing sessions.

Saturday School. The Saturday program is planned to foster ersonal and social growth as well as intellectual development. Small group and individualized instruction is given in language development, math and science concepts, perceptual skills, physical skills, and the creative arts. The environment is structured for interaction by the child with other students, adults, and materials in a variety of problem solving situations.

Saturday sessions are held weekly for two-and-one-half hours. All program enrollees attend. Each teacher, assisted by parent-teachers, is responsible for a morning and an afternoon class of approximately twenty to twenty-five students each. Children work in groups of six to eight.

Saturday School is held in district kindergartens that are appropriate in terms of (a) accessibility to the target population, (b) space to accommodate a large group of children, as well as several small groups engaged simultaneously in a variety of activities, and (c) availability of materials and equipment which can remain in the facilities until the next Saturday session. There is space, too, for parents and other visitors who may wish to observe for a period of time before participating.

I carning Centers are set up. Each is designed around one theme and is supplied accordingly with a vast array of materials. There are centers for Civities in mathematics, reading, science, care and carpentry, dra-

matics, listening, gross motor development, music making, and art production. Both the central theme and the materials change periodically.

The furnishings of the Centers are flexible. Each accommodates self-initiated independent investigation by several children, as well as groups of five or six learners and an adult engaged in a more directed learning experience. A round table, or several flat-topped desks moved together, fit most teacher-assisted lessons. Small desks, large cushions or hassocks, a couch, and floor stretch-out space may be used for independent or team activities. Hallways and unused rooms accommodate motor skill exercises and dramatics.

Training Parent rachers. Parents are welcome to observe the teaching process several times before participating. They are also allowed to work with whatever part of the program is most familiar to then. Fathers as well as mothers volunteer. Before the start of the classes each Saturday, the Home/School teacher briefs each parent on his assignment, written out on a reference card. The Home/School teachers usually take major responsibility for mathematics and language instruction, while the parents work in other areas.

Additional parent training takes place during the Home Visit lessons, when the parent observes the interaction of his child and the instructor. The lesson that he is asked to conduct later in the week follows the same general procedures as the one he observed at home. Occasionally, it is suggested that a group of parents arrange to hold the follow-up activities in one home. A parent who has been particularly effective is asked to direct the lesson, thus providing a model for other parents

Home Visits. Home visits, an important outreach program component, ere scheduled according to need. Some children in the Home/School Program may receive only one home visit, while those in the primary target group may be visited weekly. When any student needs a considerable amount of practice in the skill taught in Saturday School, home visits are scheduled By the time such visits are made, the parent is acquainted with the Home/School teacher and is not usually threatened at the prospect.

Home visits usually last from thirty to forty-five minutes. They begin with some informal conversation and discussion of how the previous assignment was carried out. This review is followed by the new lesson, game, or activity led by the instructor. The parents and younger siblings join in

as sprepriate. The teacher then leaves discussions with the parents for a fill windlesson.

Home Activity Packets and Lending Library—Home activity packets of leas developed by the staff that make use of materials found around the home are given to parents each week. Periodically, learning activities developed by parents themselves are distributed to other parents through the home activity packets. The packets may also suggest sites and arrangements for field trips, for block group viewing of "Sesan e Street," or for instructional group games and free play. Books, educational games, or cities instructional materials are left in the home to assist the parent in his teaching during the week. The children are allowed to select items from among these to further develop the skills they are working on in the Saturday session.

Coordination with Regular School Program Home/School teachers are exited to meet often with kindergarten and primary teachers of the school serving the area in which they work Information regarding home visit procedures as we'll as knowledge of the child's learning needs is transmitted to the school staff. The Home/School teacher also spends some time working at the kindergarten program.

Ideally, the kindergarten staff has already established an individualized, small group instructional program based on diagnosed pupil needs. The regular kindergarten diagnosis will now be enfanced by the preschool battery, the Home/School teacher's recorded observations, and a parent evaluation form completed at kindergarten entrance. This information will provide for appropriate initial placement and will insure continuity in learning until additional data are obtained from the kindergarten diagnosis. In addition, kindergarten teachers receive in-service training on motivational and instructional techniques for working with the environmentally disidvantified children, as well as those with other handicaps.

In the spring, prekindergarten children and their parents are invited in small groups to visit the classrooms they will attend that fall. The children part cipate in the program, and parents observe or assist as needed. The teacher then helds a question and answer session with the parents. Parents also complete the prekindergarten evaluation form, Introducing My Child.

Kindergarten and premary teachers have an open invitation to participate in Saturday School. They may also arrange to accompany the Home/ school teacher on a visit to the homes of some of their fut are pupils.

Evaluation

Data indicate that early intervention is effective. Of the four-year-olds considered to be poor risks for school success, a substantial number made normal or greater progress in the eight-month Home/School Program

Home 'School Program Results

Test	Making 8 or more month growth				
Peabody Picture Vocabulary	104				
Mernil Preschool Language	122				
Berry Test	94				
Program № = 150	,				

Scores from one school in particular further support the effects of preventive intervention. On the Spreening Test for Academic Readiness, administered in September 1970 at Central School, 76.5 percent of the kindergarten children, none of whom had the Home/School Program, fell below the 50th percentile on the district norms. When the test was administered in September, 1971, to kindergarten children, 60 percent of whom had attended the Home/School Program for four-year-olds, 62.6 percent of the population fell below the 50th percentile.

Although analysis of the data is not yet complete, the documented progress made by students, as well as the enthusiastic response of parents and children, has led to the development of a proposal and the subsequent funding for the Parent-Child Early Education Program (Title III, ESEA) with a longitudinal evaluation design. This program is based on the Home/School model, with an expanded component for handicapped children. It is now being implemented in all the Ferguson-Florissant schools.



	Funguare Teargemized Janool District Fig.
. 3	्रं विश्वासम्प Avenue - Ferguson, Missouri हिन्दे 35
	Incotor Livision of High, and Supplementary Centers L. Office of Education The Maryland Avenue, C.W. Withinston, D.C. 20202
The Manager	: August 10, 1370

Superintendent of Schools (Signature of authorized representative)

TABLE OF CONTENTS

		: वह
_va.	luation Report	
<u>.</u>	_verall Objectives .	
2.	Component Objectives	,
•	1. THE CHILD 2. THE PARENT 3. THE STAFF 4. THE HANDICAPPED 5. MANAGEMENT PROCESS	1
	Reference Information for The Handicapped	73
С.	Conclusions and Recommendations	7°.
<u>.</u> ب	Appendices) - (



I. Evaluation report

- a. The overall objectives of the FARENN-MIL wealth with PRO-GRAM, as revided August 1971, are designed to be writeved within a three year period. The evaluation findings for those objectives the be achieved at the end of the first project year are discussed under each of the program components. (See I., B)
- E. Evaluation findings for product and process objectives achieved at the end of the past budget period are summarised under components for: THE CHILD, THE PARENT, THE STAFF, THE HANDICAPPED, and MANAJEMENT PROCESS.

It and the noted that on each pating scale used for evaluation the positive end of the continuum is given the higher figure while the negative end of the continuum is assigned a "one."

1. THE CHILD

a. Product Objective One

Upon completion of the first year in the Parent-Child Early Education Program, each pupil will exceed his expected growth, as determined by the levelopmental norm data of each test and by the pupil's original status on that test, by a minimum of one month in the areas of mental development, language development and visual-motor integration.

As part of a preliminary screening battery, all Parent-Child Early Education pupils were administered the Slos-con Intelligence Test, Subtest 3 of the Sievers Diff-ferential Language Facility Test, and the Beery Test of Visual-Motor Integration in the fall, 1971. The results of these tests were used to identify pupils in need of further diagnosis and special programming and to provide data which could be used for both baseline and normative purposes. The three tests were administered to the pupils again at the end of the program year. A summary of the results of the fall and spring testing of all pupils for whom both pre and posttest scores were obtained is given in Table 1. (See Appendix A for the frequency distributions on all pupils.)

As can be seen in Table 1, there were statistically significant changes in all three tests in the direction of higher mean scores obtained at the end of the year administration than at the beginning of the year. Because the average chronological age of PCEE pupils entering the



late. I in the string of the Fragran Feart Width and Intelligence Test its Armadist Partial Pastally Test (Cartest 3), and the large levelopmental Test of Ticular Motor

_	Nate of Table		Mores.	lon (N=752) Itandara Deviation	•	<u> </u>	Finges of Scores
•		. 21		: :7·	1, 1	۷	14-42 39-111
		1 ps	1.91 05 \1 7	12.5	. 15	۷. ٦	24-51 33-84
	·	· **	73.47 5 5 .77	10.47	-1. q	4.21	33-95 33-11,7

that their average wints, language, and percent all ages will also be appreximately 54 months. As the data in Tarrell mower, the average entering mental age was seven and the eals months minter than expected while the average of the law were not easy language and page-ptial area were not climble lower than would have been expected. Up not all the average mental age at this time was 77 months, if onthe higher than is usually istained; the average language age was 65 months, four rentral nigher than the average paragraph all are was 64 months, there is not in the average paragraph.

The temperature of the character was on the eduedicable at alvantar a chila, it was imperative to expansive each, and by the primary target and powith the character of electron with higher entering at dual, in addition to a singlet two total copies. Therefore, factor each, not were a new oraparing the rates of change topology that tall a table of the trivial, and the formation of the contraction of the cont

Training the Institute amount of the matter than the term than a lower training to the following the contract of the contract

There is the straight of the line of the line of the straight of the straight

The steen munity, and \$60 (747) gained eleven of the second secon

table also we let allowes Pleat to enough the tables of the taple in the proposition the seven contact, if the activity and the large sacing the seven contact to tween testings. The tallias sacing of the scoup, who had pretent so the tawns of any form with, rained, on the average, the contact and the top the protest, tained 13.74 contact formation and above in the protest, tained 13.74 contact for entactions during the seven montached week the admixing the entact of the test. There were, any mentally, into tall the corrupt rate of any seven to take the contact of the corrupt case, any mentally, into the tall the corrupt case, any mentally, into the tall the corrupt case, any mentally the feature of gain was achieved by those with the correct corrupt tall to the corrupt with the correct case.

Linux 1 are, as weatured by the Wira Accepation of the time term of the Team of the Team of the term of the time term of the t

Therefore mane detachments I were 1 the process of the control of

or at difference in the personnent of paper. There is not a capital with the formal are for each to make in the program, and papers with approximately average according to the program, whereas papers with the highest come gained to least—less than four roots. Of language are for the even both, in the program.

includes although, to water of champs for the three troup ray, in part, to a function of the test and property of the first of the students who course the him to in the Mar Enduired in fit hotels. Delin this dimen project location of the of this limits arts to the Sleven we found to a very thite t resource of language by Lopton's pocusion it is a not that into depunt our endowed principal expression and of language. It was obtained, interded by the . Condradia dilitia diperialista a que tois subtest e la chicient way it here ming to eming d'hablad puril . However, were a it is report desirable to our are the language decorposers of all children as a faction of the program as well as to tereen pupils, and the regret this single subtest is a limited in coors was mad a low ceiling, it has seen deel had that digital the compand we arroff project of ration The Worldwere in Contax Scale, which yields to the expression and respired language comes, will be attituted for the

integral (13) of the 702 puril, attained the rain of slow munther for perceptual age expected for thom, 41 7% — direct nine months, x8 (4%) ordined ten months, and (4%) gained eleven or some tentus. Seventy-one capital (4) gained deven months in perceptual and lunding the leven months in test abdinistrations, 15% (1%) relined between one and dix nonths, and 37 (13%) often lower no claims or perceptual attained or expected attained or expected attained or expected attained.

typent in an hetween the aims stained by the awe, a tille, and according to the initial distribution of the mattal test obswell that the lower twint, who are series of the mattal and below in the rester, while the average of the control desire, who is a series of the control desire, who is the test of the core, potween be and of mental, rained an average of 3.44 m in that, and, the upper third, who decored at we wouth, in the present, calmed an average of 3.49

who of proposal control apparent that there we do not differ no between the main made by the law of more at the trade by the middle and upper more. The extreme pair limitar in form to those of the limit of pile totary, although the gains in the place of the factor the first year of project percolations. They are a larger for all three groups. The control to the fact that pupils in the fact that pupils in the fact that years.

to the end of a first public terms and how that the law end of a law end of a law end of a law end of the area of mental, and are a first public terms of the end of mental, and are a first public terms of the end of the

¥

Directly ending the restriction of the items limited to the interstriction of the items limited to the interstriction of the interst

- . This court of the condition presented
 . This continue = North the continue.

The compared that it is the median is made there is a isomilly limited in a solution of the primary target strong as of control, indeed from , 347 were identified by the conditions to the primary target or as, i.e. found to have learning problems been the convenient of the control and introductional and the respective, and intellectual function, in the retariation, experiential deprivation, and provided the finities. Three numbers and thirty of these public resolved rations by their teachers on their respective meants. The armine activities and attainment of the control armine to the infinite and last home teachers.

in the manufactor to the continue, together with M's out the manufactor to the control of the coole are given in an artist of the control deviations, to test the all the control of tupic found to the protection of tupic found to the protection of tupic found to the control of the control of tupic are

prior to the first of results given in the falls, prior to tarret group pupils were rated static inclinationally along the all items pertaining to this specific facility falls and the fact home tracking session than tark the first of these palls were judged by their teachers to be defining in the case in the recinity of the case in the recinity of the case in the recinity.

A house, a comming Addivided

to be written to the aso partle receiving to the first and last are teaching

. .! . -

.. era in initial era Finia autings of Jerost Group 1008 at ... In the east non-nearpoint Veneral to Learning ... [1.1:1] and the learning of Juneary of management of ... -- coming Jessians (<u>1</u>=330)

· .		, ``. 	od. Sera Videologi	· · · · · · · · · · · · · · · · · · ·	ŗ	Twitte	i,
			\				
	Children in a	• • •		£ • •	۷. ۱.	1	. i
	1911 ^{- 1} 31 1 1943 - 1						1; F 1
). 1 . 4 1 / / 1 mt	11.1-1.1			. •			- : 55
interest is A. E. Maria Best I i		• • • •	· **	• • • •	۷		3: 7
	1:1:1:1 7:4:1	·.· 1		1:	<, ¢		4 7 1 1
n in the state of					•		
		• • • •		27.	۷	· .*	11



in the first of the control of the configuration of the configuration of the configuration of the configuration of the control of the control of the configuration of the control of the c

The live was a probable - we can seed and the second secon

constitute erous accident - ne carame i and ninetytomes topilo (1971 wire rated as "o res" or relow on this
total caring the size of evolution of the lkg papilo,
togain i we at-, or (504) valued two steps,
and of (547) valued three- or nore of ero in the ratings
rup (4 a laring to clast some visit. In total, 168
(57%, of the papilo initially rated as sefficient in this
trait valued income more top, in total final ratings.

10 live restal versus disinterested - ne hundred and fifteen (35%) of the 550 primary target group pupils were reset as refer initially deficient in this trait. I the life pupils, 25 (22%) gained one step, 63 (55%) pains a two steps, and 19 (17%) gained three or here step. In their display of interest during the last home teaming dession. In total, 107 (33%) of the pupils rated as initially deficient in interest in the session rained here in the steps in this trait by the last visit.

figure (401) of the 350 pupils were rated as being deficient in attention during the first home teaching secsion. Of these 134 pupils, 24 (18%) gained one step, 3 (517) gained two steps, and 80 (22%) gained three or size steps in their attentiveness during the last home teaching secsion. Altogether, 122 (91%) of the pupils shittell, rated a deficient in this trait gained one rates for the steps in their final ratings.

The second of the second

1) Attained adjectives (all versus none) - of the 330 princery farset group papells rated during both Circumstant

C

The control of the control of were rater as attaining to the control of the contr

In several, the said of rise setwork of and 935) of public (unbout to be initially bill lend on the items reading to the lend of a minimum increase of an obey in their final ratings. There in the proton as represent the peak side expendables that the contact in the objective. It is appearant that the goal of 1000 at almost in all Month of the trial peak appearance of the project.

is to the right to Divertises.

bur primary target smoot pupil, who was in edition rated as having less than very positive attitude. I want sended by the teacher at the beginning fiture farent-Shilli harly advention looperam, will have acceptable in the positive near a five-point rating make in the positive near a first year in the process.

To been not tred and thirty pupils of the 347 identified as totally to conglue to the primary target group received to the instance. Their attitudes toward datarday formed adding to the tred first and last home visit. The mean of the initial attitude ratings who 3.54 in a five-roint scale country standard deviation was 1.5. The mean of the Minch with the ratings who how we let the standard deviation of the final with the rating was been as the standard deviation of the manufacture of the rating of the standard deviation deviation of the standard deviation de

The off pure logality is a warm dataset in initially confident in to the relitation of warm datasets of the collision of the second or local datasets of the collision of the second or local datasets of the collision of the coll

of more positive at itudes of primary target group pupils toward Saturagy Warrel. This can be inferred from the table leadly similificant test result as well as in the most of more inferred from the table leadly similificant to test result as well as in the most of most of 93% of the pupils initially judged are neutral or negative attitudes. While this does not seek the criterion of 190% set forth in the objective, it is a joed approximation of it. Hopefully, an even of a sproximation will be attained in the second prime to are

i. Protest tjestive Four (Revise: 8771)

The "Rating Scale of Jelf Ester" as having less than average celf esteem by his teacher at the testinning of the larent-Child Early Education Program, will increase by at least one step on each of the scales by the end of his first year in the increase.

* The hundred and fifty-ripe pupils of the Actal enrolln of in the PCLE frogram were nated by their teachers on live five-point scales comprising the "Rating Scale of Self officer" both at the beginning and end of the program wear.

in the interpretation of the objective, together with N's and percentages for each point of the coales are given ledge order. The means, standard deviations, totest results, as well as the proportions of pupils found to the finishment (rated that than "three") on each scale, and given in Table 3.

Inspection of the table shows that PCEN pupils were rated as adapting more easily to new situations, becoming less upset by failures, seeking less support and attention, and showing a greater since of self-esteem to the end of the program year than had been the case at the reginning of the year. These inferences are has done to the statistically significant to test results and the generally decreasing proportions of pupils judged to the initially deficient on the scales.

the distribution individual changes for those pupis judged to be building, is flet he change of the rating scales of western to be wings.

I light that the second of the



Pable 3 Line of Inlining and Final Tourner Batings of Eapile Yelf Mateem (<u>N</u>=755)

		- - -(55)			<u>. </u>		
_10 % *5	; ; ; ;	∵ _{(*.} *	Standard Devistion	1 4	n	Defi N	
	initial Minal			17.35	<.01	122	16 8
. This is the age of the control of the modern of the control of t	Initial Final			2.01	<.05	34	11 11 .
the last test of and control and the last analysis of the last of	initial Final			5.34	<.·)1	83 ()	12
of Will Continue old freekt stiene tion, and dierond to an indicate for tion, and taking the recommendation	initial Final			4.03	<.31	98 17	
to the second of	Into Tall			1 1.0	<. 1	141	1)

^{*}It should be noted that "5" represents the positive end of the continuum represented by each ocale.



policy is one or some tops in their final ratings.

The first of the property of all area or other strong stresses of 184 parity (117) rated as initially deficient in the trait, 1) (137) gained one step, 30 (35%) gained two steps, and 15 (15%) gained three or more steps in their final ratings. Altogether, 62 (74%) of the pupils just a to become too early upset by failures at the besingle at the pear rained one or more steps on this call at the ent of the program year. It should be noted to 56 papirs who were not initially judged to be 16-21 of (rates a "the lear) became so in their final rations.

- .

1 111 max: ass. appear and reassurance from his per or the teacher - lighty-eight (12%) or the pupils of initially judged to be deficient in this trait. Of the pupils, 33 (35%) gained one step, 23 (25%) gained two test, and 11 (12%) gained three or more steps in this limit ratings of this trait. Altogether, 67 (76%) if the pupils rate is as seeking too much support and a sample initially rained one or more steps on this gale at the end of the program year. It should be not a that 28 pupils who were not initially judged to a fisient pecame so in their final ratings.

in the rolls were rated as being initially deficient the rolls were rated as being initially deficient the terminance of the 88 pupils, 33 (38%) gained one step, 19 (22%) gained two steps, and 12 (14%) gained three or more steps in their final ratings of this trait. The rather, 64 (73%) of the pupils judged to be continually seeking attention initially gained one or more steps in the direction of seeking less attention at the cut of the program year. It should be noted that 28 public not initially rated as being deficient on this trail became so in their final ratings.

the 755 pupils receiving both initial and final ratings this scale, 140 (195) were judged to be deficient initially. Of these 140 pupils, 59 (42%) gained one step, 33 (24%) gained two steps, and 15 (11%) gained three or more steps in their final ratings. Altogether, 197 (7%) of the pupils judged to be deficient in their enter if self-esteed at the beginning of the pupils in the segment of the pupils in the beginning of the property of the pupils in the beginning of the property of the pupils in the beginning of the property of the pupils of the pupils in the pupils of the pupils in t

in the rat, a large majority (73% to 83%) of pupils just at the initially deficient on the five rating scales

relating to this objective met the criterion of gaining one step in their final ratings. It is hoped that the goal of 100% attainment of this objective can be more as easy met in susceeding year of project operation.

". Ir "". Mjestive "po. ev. 4//2

In the areas of the handicapped will develop a tension checklist to be used by parents to hat mildren on three-point scales on Personal and social Development, Language and Concept bevelopment, Physical Skill Development, Interest, Experiences, Self-Esteem, and other items designed to itentify learning problems due to emotional disturbance (e.g., items from the Hidewell list), learning disabilities, experiential deprivation, physical mandicaps, law intellectual functioning, and mental retafiation.

I behavior Checklist, "My Ireschool Child," was soveloped using three-point scales instead of the five-point scales planned, for ease of parent response. As part of the evaluation of this objective, an evaluation of the variability of ratings made by parents filling out the instrument in fall, 1971 was not. The items of the checklist, together with the run of the large them obtained by the total ample of this pupils, it given in Table 4. For the proportion of response to each point on the items, refer to Appendix D.

responses to the items of the checklist were, for the great part, highly variable. If an arbitrary out-off point of .5 is set (one-sixth of the three-point range), it may be seen that all but 12 of the 65 items exceed this level. One may dafely conclude that, in general, this instrument is a usagle one.

rostto t data will be spileded in the early fall chowing each child's status on a comparable behavior checkling, "Into Juding My Kindergarten Child."



Summary of Parent Responses to MY PRESCHOOL CHILD (N=798) September, 1971 (Total Sample)

PERSONAL AND SOCIAL DEVELOPMENT		
3	Mean*	Standard Deviation
Dresses himself Buttons, snaps, and zips his clothing Goes to the toilet by himself Pays attention and concentrates well Follows simple directions without reminding Tells what le wants or needs Helps with simple household jobs Takes turns and shares with other children Takes good care of things he uses Prefers to play alone	1.55 1.45 1.92 1.33 1.38 1.93 1.49 1.45 1.39 .84 1.54 1.16	.58 .29 .51 .52 .27 .55 .51 .56 .43 .53
LANGUAGE AND CONCEPT DEVELOPMENT		
Tells a simple story Identifies six or more colors Recites rhymes, sings songs Tells how things are alike or different	1.90 1.53 1.55 1.50 1.41 1.28 .81 .59 1.67 .75 .82 1.65 1.03 1.46 1.19	.62 .73 .65 .62 .80 .90 .82 .62 .79 .64 .65
PHYSICAL SKILL DEVELOPMENT		
MY CHILD: Throws and cliches a ball Can ride a tricycle or bicycle Runs, hops, and jumps Claps or marches in time with music Uses crayons with control Uses scissors with control Works a puzzle of 10 or more pieces	1.59 1.96 1.95 1.58 1.43 1.12 1.35	.53 .23 .22 .59 .67 .71



Table 4 Continued.

During the past 12 months, MY CHILD has had trouble with:

		Standard
	Mean	Deviation
Tating (tag musa or too lattle)	60	\sim
Lating (too much or too little)	.69	.67
Sleeping (too much or too little) Stomach irregularities	.30	.52
Getting along with children	` . 20	.42
Getting along with children Getting along with adults	.88 .64	.70
Unusual fears	.41	.77
Nervousness	.33	.55
Thumbsucking	.36	.52
Overactivity	. 36 . 49	.70 .65
Sex ·	.09	.05 .29 c
Daydreaming	.34	• 29 ₇
Temper tantrums	.63	•57
Crying	.03 .77	•55
Lying	.48	• 5 4
Stealing	.05	
Tearing or breaking things	.43	•52
Wetting	.33	
Speech	.42	.64
Specen	. 42	• 0 4
INTERESTS AND EXPERIENCES		
MY CHILD:		
Enjoys loo k ing at books	1.87	.36
Listens to tories and music	1.85	.37
Is read to	1.56	.53
Uses: paint	1.09	.7 5
playdoh or clay	1.35	.65
scissors	1.32	.67
crayons	1.76	.45
has visited the zoo	1.35	.59
Has been to the library	1.03	.84
Has taken trips outside the community,	1.58	•55
Attends or has attended Nursery School,		
I adstart, Sunday School	.97	.91
Watches Sesame Street	1.46	.64



^{*}Scale scores range from 0 to 2.

f. 1.10 Njestine .wu (rov. 4/72)

instifled as indicated by a preliminary screening that my (parent responses to a because one will to me indicated by a preliminary screening that my (parent responses to a because one will to me indicate of mental and language development and visual-motor interration as yielded by standardized to me) due to a official disturbance, learning listificial (lies, language and perceptual in miera), any riential deprivation, physical handicaps, low interlessual functioning, and mental retardation.

All pupils entering the PCEE Program were administered - a screening battery which included the Slosson Intelligence Test, Jubtest Three of the Sievers Differential Language Facility Test, and the Beery Test of Visual-Vator Integration. Additional data were collected on all pupils from parent evaluation on the Behavior Checklist, "My Preschool Child" and teacher ratings on the "Vursery Johool Adjustment Scale." Of the 798 pupils enrolled in the fall in the PCEL Program, 381 (481) were referred for further diagnosis and observation-because of Euspected learning problems. If these 381 (491):

1. 19 (7.7) were identified as having emotional problems using the Hidewell items from the Behavior Theoxilit and teacher ratings on the "Nursery School Adjustment Scale." Of the 289 pupils so identified 242 revained in the program until the end of the year. The proportion of children identified as having emotional problems is within the range of 10% to 40% reported to be the norm in several studies.

1 33 (93) were referred for further diagnosis because of apparent low intellectual functioning. Of these 33 pupils, eleven were identified as being mentally returned. Three were untestable because of emotional rathers, two were untestable because of blindness. It would follow their pupils referred were found to be tearning disabled but because the learning disabilities polarities already had full case loads these children worked with by the special educational consultant. The approx very well to the national norms of 1% out at retardation in the population.

The distillation including speech or language disorders. The distillation including speech or language disorders. The distillation policy were distributed to be learning that let and received special habilitative programs. The dead were found in need of speech therapy, which we given by the learning disabilities teachers. If the opposite initially referred as mentally fetanded, but found to be learning disabled, are added to these to public, then the total proportion of ICEE purils.

Intriffed an learning alreated \vec{m} with the number of solutions of 50 to 15% as on an approach full any into this patigory.

the learning disabilities, were referred for the transparence of the six were recommended for the transparence. Five of the six were recommended for that the traps.

c. (into were identified as naving waring aliffeed the furth redinical testing force of price last life a 14 as naving disnificant hearing the and a naving within normal range but the dignificant defect.

to (5) (7) were identified as naviry vicual alifirection and were referred for further examination.

It will be the erver that the number of pupils if not - flood to have learning problems due to the various difficulties aid up to the than the total of 347 on which there are final test results reported a lower in this report. This is due to the fact that the results were instiffed as having multiple problems.

a. In the Eleghine margin

has rement-Thild Herly Education pupil identifications and further diamonatic procedures as naving learning problems due to one or more of the fact as list, a in processe dijective Two will be given industrialized materials and/or teaching strategic by his teacher as prescribed by consultant appoints to for the handicapped.

Individualized learning programs and/or teaching trutegies were prescribed for all children diagnosetts, the resialist staff for the handicapped as having learning problems.

r trans proceding for children with learning if an illition or in most of appech/language, stimulation were implemented in home teaching visits by two forces are deal to in a arming disabilities, who were a constitute are conclinations. Their work we won the continuous important is weekly lost and on a local to add to reaction by the Consultant for two learnings of a teleparation of the order birector.

r trans were legioned according to the language, it is, persontual and locial needs of the individual mailles were modified as rerformance of the child warrest is program change to occur. In addition, approximately twenty children, receiving evaluation to the legion leader to be called a leader to be called as a leader to be called a leader to be cal

performance and a convict a that case limit a specifical preschool attend attended and receivant for analysis, motor, prooptial or reliable development. For a life there were liven specific case to an for a life there were liven specific case to an for a life wetness with the confident via a written evaluation retort and via in ervice training and individual consultation with the learning bload littles on altant. (As a unuary of the Interim and Final is price, Sub-Component for the Learning Dicarles, Ware Too view, that., Appendix (1)

Artitional chilippa in need of specth of car, and on hy a third team r who was a speech dinition, under the direction of the Condition for Special Serval litric. This is the factle with induct it to the Fr pot litrater at a factle with the Special Condition. (Ser carary of Experimental Speech Therapy, Arthur Gelley, V.A., Appendix 1.

inflament referred for gayenplagical evaluation r + reived individualizes educational and tenavi rul preteriptions by the specialist staff for the Mentall. betarded. Other children, not referred for a period ntal retardation, but observed by the teacher to to ensembering learning difficulties were also profrom addian by this compenent. The hundred forthof an electroom of arresting, plus a modernia, com The by the openful Sturation Consultant during to courts verify that prescribed program, were ring arried out. He reported that in all cases to generate who either isolowing the prescriptions as surlings or ware sping appropriate variation, of these arescriptions. (See summary of the Interim and Fin.) reported, Cub-Component for the Mentally Retarded, Allan Tater, Th.D., Appendix T.)

Carviers provided by the Consultant Payahologist for the protionally Handicapped and two Child Development Consultants for children identified as having emotional problems affecting learning included: observation of behavior in the classroom; counseling with parents; and consultation with teachers. Assistance was given to teac and with understanding causes of behavioral deviations, management strategies, and with alternate approaches and objectives when necessary. Anemactal reports were kept and weekly consultation, were all with to whome and the Project Director on the . the of the e-children. The Consultant invense is the reports thated that to the heat of his knowledge even teach rattempted to implicate the recommendation liven. (See tunmary of antonic and dind were. Pat -Component for the Emotionally Similarress, Co salper, Ih. s., Apren I'x ".)

residence in the specialist of the straight of

The second of th

The first of the content of the instrument, "In Parling Carlo will in a "seem of parling from Responsible Carlo will be a content of the cont

o gales o celebrate e está do Albertalise

The proof of the contract of

determine whether there were changes in addemic readine to in careed in them. (See Appendix 3-3). The relation we there to be only one at attributely comified the allie remarks that there has been no dramatic changes in the addemic readiness of pupils entering alpheryant in the part two years and would further that one to believe that pupils entering kindergarten next year (147), what he similar to those in past year and some the past of the life. From the content of the life in the intervention of the life.

the late were site collected on items to be Incrated in the relation modellist to be used by windestruction parent, "introducing My Kindersagter in the prior to pupils! entrance into kindergarter in the fail of 1970. Since late were collected on pupils entering sindersagter in the fall of 1971.

Cince are of the papies entering kindergar on in 3971 had been included in the pilot study for this project it was decided to compare them to public who has other winds of preschool experience as well as to rupile who had no the table of experience of and kind. the Apren dix (.) Times may pupils from disalvantaged cen I am as were all sted for inclusion in the rilat study, the past appropriate comparisons should include only radio was been from initiar to expense . Therefor, the most appropriate cample seemed to be that of the live model dish in the Appendix. The charge, then, a naisted of 131 papils who had participated in the limits of the participated in experience, and eleganize who had no presched exregion of any wind. Desparisons were made in Items in the kinder farten tend fir checklist as well as onthe Slab results. The findings were at follows:

1) JTAY - 10m, purily accred dismificantly misser than did purils without any presenced experience on the following dix of eight subtesta: Picture Vocabulary; betters, Copying, Jaran Flyure brawing, Relationships and Mumo ra. They are accred histor in the total test occres. In addition, ITME purily scored significantly higher than purils with other presched experience of the History Tomulary, busing Figure Trawing, ent of the History Tomulary, busing Figure Trawing, ent of the fifteens of between runs of high processed species of the toam. To apply the contract of the toam of a particle on the fifther than the applying the contract of the toam.

Findergerton collett with File this to the toward were the first their sections of the project the section of their partitions of the file of the partition of the file of the section of the file of

+ att; peaking in ...tence ; telling polors of things; wing physic and singing const; identifying both a fow and tany letter of the gland of; counting from one ing rerognizing numeral 1 to 10; terling "how many" In a group of differed; printing first name correctly; noty in a on the flot; working a puzzle of 10 or more riece; liking to litten to stories; using paint, .biccord, pacte or glue; having been to the library. lupils who has preschool experience other than in the time program were mater minner than the control group n: lentliyin many letters of the alphabet; recogmiddle and real of the log and which paint. If WE pupils wire rate a microprised other precincol pupils on telling The ting constrainting first naw correctly. Control pupils were rated bisser than preschool pupils only on . Himr first harm. All other comparisons were not this isally imificantly different.

in any re, pupils who had participated in the FCES plot tody were found to be more academically resay for invergence, to a significant degree over pupils with a presenced experience, and to some degree over pupils with other kinds of preschool experience. In contrast, collidren who had other preschool experience chawed no significant differences over the control group on the readiness test and were rated higher than children without preschool experience on only three items if the laborator "hecklist."

J. THE PARLY.

1. Emilio Objective One

Each parent receiving home visits in the Parent-Child Early Education Program, who was rated by the teachers as being less than very positive in her attitudes toward the teaching cession, the teacher, and her child, during the first Home-Teaching session, will intreade in the positiveness of her attitudes by a infram of one step on each five-point rating scale as assessed by the teacher during the last home visit of the program.

Fillowing the first or second home visit in the fall of 1971, the teachers rated 757 of the 798 parents on the eleven scales of the Home Teaching Report pertaining to parent attitudes. Following the last node visit in the spring of 1972, 701-704 of the 757 parents again received ratings on these same scales. A summary of the results of teacher ratings including initial and final means and standard deviations, t test results, as well as the proportions of parents judged to be deficient (rated as "three" or less) on each of the complete tradering tabulation of ratings, refer to Appendix h.

At can be seen in this table, parents were rated by tensher, as being mainly positive toward, and interested in, the teaching session both initially and finally. The large marjority of parents were rated both times 35 being friendly toward, cooperative, and at ease with teachers. A relatively large number of parents, however, were found to be deficient in their attitudes toward, and modes of interacting with, their children the beginning of the program year. About one-third of the parents were rated as being insufficiently aceapting of their children and nearly one-half were rated as being deficient in their awareness of their children's meeds. Approximately one-half of the parents were rated by the teachers as using inappropriate reinforcement and motivation techniques and a little less than the-half of the parents were rated as not being competent in their interaction with children during the first home teaching ression. Large shifts can be beerved in the summary of the final ratings made by teachers. In all cases there were stalistically simificant manges in the direction of more positive attitude: toward the teaching session, better

Table - under of initial and Final headher latings of Earent ! Astitudes of Justin the Line Teachers

··	Constant Landanie (Instant					;	 		
in a mina.	1	-		,		/	- · ·	_	
	'Ini'ia Cinai	• ,	• . 17	• * * *	11.47	۷. ۱	17 + 2	. 0	
		• ,		• • •	1.	۲.,] *f	1 '	
	iolvial Pinil	7.	5.74 4.13	1.05	10.17	4	201	'-1 14	
ament (mb mait) n ult. mila a. Newptinma. was saptinm		70_	3.94 4.51	. 74 • 75	14.42	<.01	128 73	32 11	
t. Ware vo. maran of need.	Initial Final	702	3.50 4.21	1.93	16.33	۷.)1	342 176	49 25	
. V tiveling c-		702	4.30	• 37 • 84	14.59	۷. ۱۱	323 128	46 18	
n Información 1917 y Novembre	Tablal Final	702	3.57 4.29	· 97	17.35	<.71	347 129	4a 18	
. Tryk Seed V. Geografians	Initia: Final	702	3.74 4.41	. 17 . 50	17.40	<.01	. 88 106	41% 15%	
am no molecular electronical									
. Primally In. Primally	Intital Unal	7	4.77	. 77	12.79	۷.63	173 34	13	
to the second of	ni'i u Vir. 1.	762	4.32 4.55	. 84 . 72	2.63	<. 11	140	.20 s	
		751	4.07 4.63	.)7	14.12	<.°1	07	30	

modes of interaction with children, and better relationships with the teachers. Concomittantly there were large legreader from initial to final ratings in the proportions of purents judged to be deficient, especially in the areas of parental self-confidence and use of appropriate interactive techniques with children.

An analysis of individual parent changes from initial to final home teaching sessions for those parents judged to be deficient at the beginning of the program year showed the following:

Parent Attitude loward Teaching Session

- 1) Positive versus negative attitudes Of the 104 parents rated on this scale at both the beginning and end of the program year, 176 (25%) were judged to be deficient following the first home visit. Of the 176 parents, 33 (19%) gained one step, 112 (64%) gained two steps, and 15 (9%) gained three or more steps in their final ratings. Altogether, 160 (91%) of the parents initially judged to be deficient in the positiveness of the attitudes gained one or more steps in their ratings at the end of the program year.
- 2) Interested versus disinterested Of the 703 parents rated on this trait at the beginning and end of the program year, 175 (25%) were rated as deficient following the first home teaching session. Of these 175 parents, 25 (14%) gained one step, 116 (66%) gained two steps, and 15 (9%) gained three or more steps in the ratings made after the last home visit. Altogether, 156 (89%) of the parents initially rated as deficient in their interest gained one or more steps at the end of the program year.
- 3) Self-confidence versus lacking self-confidence Two hundred and ninety (#1%) of the 703 parents were rated as being initially deficient in this trait. Of these 290 parents, 72 (25%) gained one step, 153 (53%) rained two steps, and 32 (11%) gained three or more steps in their final ratings. Altogether, 257 (89%) of these parents rated as lacking in self-confidence at the beginning of the program year increased one step or more in their ratings of this trait at the end of the year.

Farent Interaction with Child

1) Accepting versus unaccepting - Two numbers and twenty-eight (30%) of the 700 parents were initially rated as being deficient in this trait. Of these 228 parents, 63 (18%) increased one step, 135 (59%) increased two

- steps, and 11 (5%) increased three or more steps in their final ratings of this trait. In total, 209 (92%) of those parents rated as being deficient in accept once of the children at the beginning of the program year increased one or more steps on this scale at the end of the year.
- 2) Aware versus unaware of needs Three hundred and forty-two (49%) of 70% parents were found to be initially deficient in this trait. Of these 34% parents, 100 (29%) gained he step, 15% (44%) gained two steps, unw 30 (9%) gained three or more steps in their final ratings. Altogether, 26% (82%) of those parents justed to be leading in awareness of their children's needs at the beginning of the program year gained one or core steps in their ratings of this trait at the end of the year.
- 3) Motivation positive versus negative Three hundred and twenty-three (46%) of 702 parents were initially rated as being deficient in their use of positive motivation with their children. Of these 323 parents, 98 (30%) increased one step, 153 (47%) increased two steps, and 19 (6%) increased three or more steps in their final ratings of this trait. In sum, 270 (84%) of those parents rated as being deficient on this scale at the leginning of the program year gained one or more steps on this scale at the end of the year.
- 4) Reinforcement positive versus negative Three hundred and forty-seven (49%) of 702 parents were rated as "three" or less on this scale at the beginning of the program year. Of these 347 parents, 99 (29%) gained one step, 161 (46%) gained two steps, and 24 (7%) gained three or more steps in their ratings at the end of the year. Altogether, 284 (82%) of those parents initially judged to be deficient in the use of positive reinforcement with their children gained one or more steps in their final ratings.
- 5) Competent versus incompetent Two hundred and eighty-eight (41%) of 702 parents were rated as being deficient in this trait at the beginning of the program year. Of these 298 parents, 90 (31%) gained one step, 139 (48%) rained two steps, and 17 (6%) rained three or more steps in their ratings of this trait at the end of the year. In total, 246 (85%) of those parents rather as lacking in competence instially gained one in more steps on this scale in their final ratings.



Parent Relationship with Teachers

- 1) Friendly versus unfriendly One hundred and twenty-eight (18%) of 70% parents were rated as deficient in this trait initially. Of these 1.8 parents, 18 (14%) gained one step, 95 (74%) gained two steps, and 4 (3%) gained three or more steps in their final ratings. Altogether, 117*(91%) of those parents rated as being deficient in their friendliness toward the teacher at the beginning of the program year gained one step or more in their ratings at the end of the year.
 - 2) Cooperative versus uncooperative One hundred and forty (20%) of 702 parents were judged to be initially deficient in this trait. Of these 140 parents, 21 (15%) gained one step, 95 (68%) gained two steps, and 7 (5%) gained three or more steps in their final rations. Altogether, 1.3 (88%) of those parents rated deficient in their cooperativeness with the teacher at the beginning of the program year gained one or more steps in their ratings of this trait at the end of the year.
 - 3) At ease versus ill at ease Two hundred and seven (30%) of 701 parents were rated as deficient on this scale at the beginning of the program year. Of these 207 parents, 45 (22%) rained one step, 115 (56%) gained two steps, and 22 (11%) gained three or more steps in their end of the year ratings. In total, 182 (88%) of those parents judged to be initially deficient in this trait gained one or more steps on this scale at the end of the year.

In general, more than 75% of the parents rated by teachers at the end of the program year on their atti-tudes toward the home teaching session, their interaction with their children, and their relationship with teachers were found to be: positive in their attitudes toward, and interested in, the teaching session; snowing self-confidence; accepting of their children; aware of their children's needs, using positive motivaon and reinfercement techniques, competent in their interaction with their children; and, friendly toward, cooperative and at mase with, the teacher. These findings compare favorably with those summarized at the beginning of the program year. Of those parents initially rated as deficient in these traits, not all in-creased by the finitum of one step as stated in the objective. How were, a minimum of 82% of these parents did thanks owner the more positive ends of the continual by the end of the progress year, which was probably



a more realistic explotation than that set forth in the objective. It is hoped that the goal of no defici-noise in any it a related to this objective will be more and more closely attained with succeeding years of project operation.

t. Product Objective Xwo

Each parent participating in the Parent-Child Early Education Program who was observed by the teacher to be deficient in using appropriate teaching techniques during the parent's first Saturday School session will increase, by a minimum of one step on a five-point rating scale, her use of appropriate techniques as assessed by the teacher during the parent's last Saturday School session in the program. Appropriate teaching techniques include appropriateness of reinforcement techniques used by parents and the extent to which parents accomplished the objectives of the lessons assigned.

Six hundred and seventy parents participated as teacher assistants in Saturday School over a sufficiently long enough time to be rated both at the beginning and end of the program year. A summary of the proportions of parents rated as being deficient (rated as less than "four") on each of the five scales related to this objective, together with the means, standard deviations, and paired observation t test results, are given in Table 6. For the complete frequency tabulation of ratings obtained at the beginning and end of the program year, refer to Appendix E.

At can be seen in Table 6, more than 70% of the parents participating in Saturday School were initially judged to be using appropriate techniques and accomplishing the tasks assigned to them (were rated as "rour" or higher). An even larger majority, more than 85% of these parents were judged to be performing adequately during the final sessions of Saturday School. There were statistically significant changes in the direction of greater use of appropriate teaching techniques and positive reinforcement as well as in parent accomplishment of the tasks assigned.

1) on tire for planning session versus not in time in the 48 parents rated as being deficient in their
prospenss in arriving, 31 (65%) gainst one step in
their ratings by the end of the year. However, 20
parents who were in tially rated as being on tire
for the planning sension at the resigning of the year.
were rated as being tardy at the end of the year.



uniti i and diras Measer of Inc. It amont to ent mans de Caturda, Scott Inc.

* er".		- 11 ++ ([:	Trandari *eviation	· -	ļ	·.	,
l. On time for planning section	initia: Final	1.49	• 55	L ?	'	11 3	,,
. Willing vo. awilling t carriograte	initiar Final	1		1.14	۷.۱۱	1 .	1 `
	initial Final	4. 2 4.4 _±	.75	, , <u>, , , , , , , , , , , , , , , , , </u>	2.01	1 /r 34	28 13
4. Thed porlative value reinforce-	Initial Final	4.04 4.43	.77	14.44	2.71	131 30	_27 14
T. Rocomplished was did not a complish the transfer to the tra	Initial Final	4.27 4.61	.60	7 < . 1 +	۷.11	131	9 2:0

Willing versus unwilling to participate in Caturday Cohool - of the 175 parents rated a being defisient in their williamess to participate in Caturday Cohool sessions at the beginning of the year, 59 (34%) increased one step, to (32%) increased two steps, and (4%) increased three or more sters. Altogether 1.9 parents (74%) of those originally rated as deficient on this trait increased their ratings by one or tops steps on this five-point scale.

techniques - fithe 186 parents rated as deficient in their use of appropriate teaching techniques at the reginning of the year, 38 (53%) increased one often and (4 (6%) increased two or more stern by the end of the year. After them, 12% rarents (6.%) of those initially rated as tollient in this pair increases their ratios by the end of the ratios type of more intensity for this five-point scale.

findent in their we of positive reinforcement at the horizont if the program year. Of these parents, is (10%) grand we are step and 35 (10%) grained two or tore steps in their ratings by the end of the year. In our, 11% parents (65%) of those parents rated as being initially deficient in this trait gained one or more steps on the five-point scale.

One numbed and thirty-two parents were rated as not absorptioning the tasts assigned to them at the besinning of the program year. Of these parents, 50 (30%) gained one step and 43 (33%) gained two or more steps in their end of the year ratings. Altogether, 35 parents (70%) increased their ratings of this traft by one or more steps.

In sum, nore than "" of the parents rated by teachers at the end of the program year on their performance in Naturiay Mencel were found to the willing to participate, using appropriate teaching techniques, using positive reinforcement, and accomplishing the tasks assigned. This compares with the approximate-Ly 70% found to be so at the beginning of the year. f those parents initially rated as deficient in these traits, not all increased one step as stated in the Objective. However, a minimum of 65% of these parents did than to in hore positive directions by the end of the program year. This probably represents a more realistic expectation than that set forth in the obdentive. It is hoped that the goal of 100% attainment will be more and more closely approximated with each succeeding year of the project.

c. Fromuct Objective Three

As a result of attending Parent Study Groups, parents will demonstrate greater knowledge of the principles of child development and appropriate interaction techniques by answering 10% more of the items correctly on the test given at the end of the last session than they had on the test given at the beginning of the first session.

The difficulties encountered attempting to attain this originative number the first project year were discussed by the Consultant Esychologist for the Emotionally Fandingred in his Final Report to the Project Director of follows:

The artistbated contact with a predetermined group of parents who right rarticipate in group sections or a regular basis proved beyond our means. Indeed, it was a afounded to an important degree by our effort

the make time available for any parent or family situation, where our services might prove instructed in furthering development of the child, alreadly in indirectly. Often enough, we were called upon when it was apparent that a child's continued participation in the program was in jeopardy owing to a parental problem.

This basic objective to permit all interested parents to avai themselves of our services was, to our way of viewing the situation, highly sucdessful. At the same time, it served to virtually precluie the respitility of an organized, predetermine; course of action with a relatively fixed format and content. Each school setting was relatively unique with degrees of interest expressed both by parents whose children were remarded as within our E. H. (Emotionally Handicannell group, and by parents whose children were not included in this grouping. Often, the fixture of paren's with widely differing needs and problems rade it important to provide individual sessions as well. In time, this trend became the pattern, so that regularly held group sessions were followed to individual sessions for parents who may or may not have been present for the group decision. Perond this, some parents were notively involved early in the process, while others did not participate until the school year was well under way. Our inability to control this process seemed to prolude the possibility of meaningful terting on a test-retest basis.

Judg testing as was possible was confined to the Raising Children Test, constructed by Loevinger, with results as reported in Appendix O. The data gathering process was beset by many of the difficultiva to be articipated by the rather unpredictarge attendance of the participants. For example, initial testing was conducted during October and November, with thece early testings being our basic experimental group, yet many of the early participants were no longer active at the time of retesting. Others, who missed the initial weeks and therefore were not tested, were most active after November 1971. Still others were present only at the time of testing and retesting. Finally, some of the cases selected for the control group (recause they were not rarticipants in either most in inityidasi restings) later became involved with turn resialists in relation to a later-emergir - pr bler.



In accempting an intempretable of the contemporal and the finance of the contemporal and the contemporal a

Therefore the miles still interest of minimum of the control of th

The first of the production of the control of the c

It was impossible to serve that like or more in the tendent to item of a server into the common in the tendent to item, and the interpolate the appropriate paired observation of the tendent to the item, therefore with the presentage of merch calculation, and will at item appearance of merch calculation, and will appear appearance of merch calculation, and will appear appearance of merch calculations.

efore the parent of dy in a conclination in the second project year an attempt will be made to either refine the instrument "Farent-Cita belation-phips," or replace it with positions such a foreign "hating Scales on Franky."

is improbable that also nent of the defective will be attempted by the component for the continuity handicapped in the second project year. The majorifort by this component will be in the limetic, of individual and small from parent or modifice, easing rather than parent at magnitude.

d. Process Objective re

One parent from each family runticipation in the Parent-Child Early Education Program will Allanteer to assist in Caturday Colon I and will assist with the plane of that it were two particles.

Attendance records of parent assistance in Saturday School showed that of the 783 families rated on this objective through January 10% careful or parent surgates from 477 (fl%) of the families assisted in Saturday classes two opmore times from October through January. During this saw certou parents or parent a mogates from 30% (30%) families a sisted a minimum of one time, but did not reach the ordination expected. During the second four in the period from Metroup the ending of someology June 3, of the 76% families with the from 433 (63%) of the families of the families and in laturate school two or core times. However, when it is an interest of 16 (20%) families assisted a minimum of the participation overy two minimum of at least one participation overy two minimum.

It only if he so is that on legacing and so the life for expended the critical energy is the control of the con



r. in is objective Two

in trustional procesure (and activities or material, particularly new teacher racing the previous violation

Data pertaining to tell objective was obtained on 691 parent of the two planning and all of the program year. I tobar often the first on the parties of it to weather lab (*) of the ranni nuri i a a a verma activitio charme, a by the color, old (2000) a a a dome activity suspected, and old (4000) were care a color of the extinition of the extinction of the extinition of the extinction of t esting such after the rant non-visit at the end of the vear now istact leg (2015) if the purents had as a several antimitie suggested by the teacher, Fig. (4.7) and are a one artivity sufficient, and 177 (1.7) were rated as having used none of the activities in naterials suggest it by the teacher during her pre-There wir for fewer parents (130 or who are and activity that the mail of the year the last been the case of the beginning of the year. The goal of all parents using at least one activity suggester by the teacher was fairly well approximated with 78% of the parent, attaining this eriterion at the into it to year. Hopefully told soul will be even nurs I will approximate a during again to the follow-Institute years.

f. . n . n . p. of ive I rea

Firent Study Groups will be established with parents, guidance sounselors, and project stuff nomers determining the content, structure, and frequency of group meeting.

larent proup regions were conducted by the two Child Development Consultance at each Caturday School Center in Saturday; teringles in Setcher. According to attendance record, in the Final Report by the subcomponent for the Emetionally Handleapped a total of 291 tarents participated in these group sessions. The fact that all interested parents were invited to attend virtually procluded the possibility of an organized, predetering a course of action with a relatively fix if creat and content. Each school setting was relatively unique with degrees of interest exponents in the ty carent of electionally handleapped

children and by parent whose children were not included in this or play. The content, structure, and frequency for appropriate, therefore, were determined primary aby parent needs. Often, the sixture of parent, with wirely differing needs and problems hade it important to provide individual descions fellowing group meetings.

groups with fixed number of sessions for a specific purpose two loar-week short courses entitled "Are You listenized" were a material by a district elementary counteler at night during the spring. Enrollment for the course was limited to 2) parents to allow for the print interaction, both courses were filled and were well received by the parents who attended.



talline appropriate notivational techniques to..., reinforcement and feedback strategies) for environmentally disalvantaged and handimeter papit. By the end of the first year of project permits, each POSE teacher will restain at least a "four" on a live-point rather scale at a least to the iroject Direct rather of the court of the results.

the were difference in item, relating to this objective by the import limies or suring Daturday School classes at the beginning and end of the program year and during one or nore hims vicits with each teacher midyear. (See appendix F-1.) The realest relating to this objective tigether with the proportions of teachers identified as deficient are listed below:

- 1' What appropriate versus inappropriate teaching technipuss - Of the 25 teachers rated by the Froject Tirector Juring Caturday School at the beginning of th. pr. mam year, 14 (56%) were rated as "four" or at ve on this five-point scale while II teachers (4+*) were found to be deficient on this trait. The faculation of teacher ratings made during Saturday Nohool at the end of the gran showed that 22 (88%) of the trachers were rated a. "four" or above on this chale while only three teacher: (12%) were rated as "trime" or less on this trait. Thus, at the end of first program year eight more teachers were rated -win-appropriate teaching (echniques doring Saturtas area long, had been the hale at the beginning of the sear. The lummary of ratings made during the midyear name 7! Its showed that no teacher was judged to to deficient on this trait in that setting.
- Aware versus anaware of children's needs of the 25 toacher, rates during Saturday School by the Project Director on this trait, nine (36%) were found to be splicient of the regioning of the program year but the interpolation on this trait at the end of the program year, a decrease of like of the ratings made suring name violate showed that ally one teacher (4%) was judged to be deficient in the content of the project of the content of



- teachers (201) were rated three" or below on this rive-point scale in Saturday School observations at the legion, as well as the program years. At the end of the constant of the action of the constant of the school observation and the constant of the con
- 4) Led politive versus negative reinforcement Right to Johann (323) were rated as "three" or loss on this five-point seals at the resimilar of the resonant year wereas only sea teacher (47) was judged to be described in utilizative reinforcement in fixturday across at the end of the rear, a accrease of seven (131). No teacher was rated as deficient in this traft during the home visits.
- 5. Accomplished tack objectives: 100%...0% Fourteen trachers (1.%) were rated as achieving fewer than 75% of the tack objectives during the Caturday School sestion when esserved by the Project Director at the beginning of the program year. At the end of the program year, only four teachers (16%) were judged to be deficient, a decrease of 10 teachers (40%). Only two teachers (3%) were rated as tein; deficient during the milyear home visits.

In our, these ratings indicate that while at the <u>Leginning</u> of the first year of project operation from one-fourth to more than ne-half of the teachers were judged to be deficient on the items of the Teacher Rating Scale, at the nd of the year most of there eachers judged to be deficient shows a that they had shanted sufficiently so as to remained as association appropriate teachings.

while it is trus that not every teacher met the criteria, the vast majority dialoo. It is shought that for the first project year attainment of this objective by 88% if the teaching stuff represents a realistic expectation, she number percent achievement has serve as a fallows which teacher, will increasingly progress each task what sears.

t. Product Objective Two

Each Parent-Child Early Education teacher will be able to correctly identify learning problems due to emotional disturbance, learning disabilities, experiential deprivation, physical handicaps, and mental retardation of the lasis of observation of pupils in the learning situation. Evidence of correct identification will be demonstrated by the accuracy of their referrals as judged by the Consultant Specialists for the Handicapped.



ne initial identification of learning problems was made by the Consultant Tpecialists for the Handitapped. Thirty they reviewed the initial screening tattery results on the pupils entering the ECEE Program and recommended further diagnosis as needed. Jubsequent referrals were made by feathers based on their observations and work with the children and their parents.

The 'Un ultant . poslativis have reported the followthe in respect to teacher accuracy in referrals:

- 2) Examing Disables The project staff referred children seen in Caturday School or for home visits to the project consultants as behaviors or presultable performance warranted fuch referral. Packground data on children referred was reviewed by a minimum of two occupiltants in most instances with a total of 36 referrals being handled at least in part by the learning disabilities consultant. Of this number two referrals were inappropriate, thus indicating a 95% accuracy of referral by staff personnel.
- 1) Emotionally Handicapped one of the important product objectives in this project was the develupment of skill and expertise by teachers as regards identification of children with special learning problems related to emotional handicaps. Equally important was the extent to which teachers utilized the consultation time of the consultant or specialists within the E. h. component.

teacher to record various observations pertaining to classroom behavior of the child along with regular opportunities for consultation with the specialist. These regular opportunities for consultation were provided at the Curriculum Center on Widnesday afternion and Thursday morning. Teyond this, there were also opportunities for consultation on alternate Caturdays when specialists rotated through each school setting or on various other Caturdays when the E. d. consultant was available for classroom beervations. In all, there were six scheduled (and Leveral unscheinled) opportunities each conth when specialists and togething staff might neet.

The arrowst to not are something of referral is actually sonf and tity the relationship close working relationship established between teaching staff and



ì

i. We appoint itsy in this relationship, the more services of the specialist regarding a particular child or a particular prible. There were numerous ther obtaining where the consultant might contact the teamer regarding his observation of a child or his awareness of a problem after meeting with the child's parent. As a result, the question of assurably if referral was impossible to judge in a pare sense and virtually teyond up in a statistical sense.

that the question of accuracy in Jeacher judgments that the question of accuracy in Jeacher judgments that the question of accuracy in Jeacher judgments that the examined in light of their use of the Murcery Tah of Aujustment Rating Scale, it was the consultant's objective to review the cases with it wratings and to alcouse certain cases with the teachers, afterwards perhaps even calling attention to an occasional case where the child's ration; was low but no known referred had been made. This cituation hi hights our subjective impression: e are award of no instance in which a teacher referral to our staff was inappropriate. Such errors as may have pocurred were conseivably errors of omission rather than commission, usually being intances in which lack of grossly deviant behavior fintered lack of attention to other problems.

Tertally Retarded - Referral of pupils suspected of low intellectual functioning or mental retardation was made on the basis of test scores received on the preliminary screening battery. Children whom teachers had been unable to test on the Slosson Intelligence Test as well as those obtaining I.Q. scores of 35 or below were referred to the Psychological Examiner for evaluation. In some cases, surils scoring in the low mineties were referred to verify the accuracy of the mental age score obtained on the Election Intelligence Test.

a. Product Objective Three

For those Parent-Chill Early Education pupils identified through further diagnostic procedures as having learning problems due to emotional disturbance etc., teachers will carry out prescriptions (individualized materials and/or teaching techniques) made by the Consultar' Specialists for the Handtoapped. Incoming systematic asservations, the specialists will itermine whether or not each teacher in following the prescriptions.

This objective was previously discussed under THE CHILD, Process objective Three, and the related Appendices.



i. roist bjedik Poir

Parent-Chili Marly Education teachers will establish positive relationing with parents in Saturday School and Home Leaching. Teachers will do this by showing that they respect parents' competencies in teaching children. This will be systematically minimized by the Project Director, and periodically by elementary principals and parents.

Evaluation by Fruiest Director

Data were collected on teachers incides of interacting with parents during daturity denote classes at the beginning and endect the program year and during one or more home visits with each teacher till year. 'The Appendix F-1.) The scaled relating to this objective are given below, together with the results:

- 1) hespect for parent competencies: evident versus not evident Of the 25 teachers rated during Saturday School by the Project Director on this trait, seven (28%) were found to be deficient at the beginning of the year but only two (8%) were judged to be deficient in their evidence of respect for parent competencies at the end of the program year. The ratings make laring the oping home visit showed that only two teachers (8%) were judged to be deficient in this trait in that setting.
 - Relationship with parents: positive versus negative— Eight (325) of the 25 teachers rated on this five point scale in Caturday School observations at the tecinning of the program year were judged to deficient. At the end of the year, newever, only two teachers (35) were found deficient in their relationships with parents. The ratings made during the spring home violation and that only one teacher was rated as being deficient in this trait in that setting.

Evaluati n ty Frincipals

the lictrictal seconds on elementary principals were asked to addict in evaluating this elective using the teacher policy form, a may part of it that were appropriate to their use. All of the principals responded, thirteen by way of a minute, and four by using partions of the ration teals a critical with asymmetry. Two principals indicates they did not been taken based their comments on parent freedback in addition to or in lieu of their own observations. Principals' comments about the teachers and their relationship with parents were general in nature, has very positive.



Although principals had been invited and encouraged to observe daturing that, and to ake home visits with their teachers, it is thought that other administrative responsibilities beterred the rejority of them from extensive participation in daturday Celeber. Recommendations will be staget from him teachers and principals on better means of assessment of this objective next year.

Evaluation by larents

A new ration coals and devices to homeon parent evaluation of this objective class with other aspects of the program, as it affected their solid. Thus, the ration from was to serve two purposes, to elicit independent from parents that coalline used to improve the program, and to obtain indirect feedbacks in toacher competence and relationship with parents. The instrument was given to all parents at the end of the project year, with parents of 400 children respectation to the items (See Appendix F-2.)

The majority of parties the apet that their shill's relationship with his tea here were politive or very positive (95%); that their shill arise here than average procress in the program (87%); that more than average effort was made to meet their shill's needs (93%); and that they would positively resorment the program to other parents of four year olds (93%). Lighty-four per sent of the parents thought that the program had helped then in working with their shildren to a good or great extent, and seventy-six per sent found the weekly Hore Activity Galder to be quite or very apeful.

lince it is comewhat questionable whether the items of the instrument directly assess the objective, viz, to what extent do teachers respect the competencies of parents, the instrument will be revised, with the aid of the PCEE teachers, before use in the second project year. There is no lourt, however, that the vast majority of parents responding to the pilot instrument view the program very positively.

e. Froduct Objective Five

weekly Home Activity Packets that complement the instruction given in Saturday School (as described in the staff a fiviti component) will be developed by the Project Director, carent-Child Early Education teachers, Specialists for the Handicapped, and the Project Disseminator. The content validity of these materials will be such as type and appropriationess and scabinity of these materials with PCNE pupils.



Astivity failed, protocology to a table to a construction of the c

The 2% torogen, were a set, that en, is evaluated to appropriate the control was alility of the periods. In the control was Astronomy, the end were to fill act.

local appropriate term to a contributed to the contribute to

- $\frac{\partial u}{\partial x} = \frac{\partial u}{\partial x} + \frac{\partial u}{\partial x} +$
- 2 (**) = 1 /2, (2 f n't 2 /2 p.n.) wal t propagant virte.
 - owner to have the vito table.
- In this , by a single contract the problem is consisted.
- $\mathcal{M}^{(1)}=0$, which will, in product the forest are the constraints of the constraints
- I fair the control of the state of the special state

The profit with the wear part profit to the company of the profit of the company of the company

continue to prove the continue to the provide of the continue to prove the continue to prove the continue to prove the continue to prove the continue to the continue to



The first section of the section of

The state of the s

the solution of the control of the c



Twenty-Four (at) of the trachers frame the skill outlines as very active in planning their program; 21 (84%) found the skills appropriate to most of their shildren. At the the staff selected from the Sequence Charts of skill Development the most critical skills that were to be evaluated for each child and summarized into an end of the year evaluation retort for kinder after trachers. (See Appendix V.) The remaining skills and behaviors continued to serve as a guide for program planting.

Tabula a not have to notate in cash behavior and skill liter on to dequate them as a skill a vergement as to the number of balance who must red each skill and the time requence of hartery. Wee Appendix W for the Mis and percentages of paylls attaining each of the skills at different point in time during the first project year.

The Project Director is currently revising the skill outlines, as needed, and matching appropriate learning experiences, contributed by the staff, to each skill. This first draft of a curricular saide will be used and further revied luring the second project year. Review for content validity by an early childhood education specialist will be made during the spring or current of the second pear.

4. Proper objective or

Name carent-Thila man a compression teacher will attend at least two in environmental per menth to learn new to:

- A. Utilize appropriate retivational techniques for environmentally distracts of and nandleapped pupils.
- E. Accurately identity and wirk with pupils who have learning problems as to emotional disturbance, is irming all addities, physical handicaps, low intellectual functioning, and mental retardation.

From the Control of t



with the lighter that the confidence is the color of the

- Lind invitor to the lamin; the color of the color of
- The second of th
- 4) Is a transit of the transit of the constant $E_{\rm c}$ of the first section $E_{\rm c}$

whether attitude to a real or the wear on wearinly one above a inclination of an early projectin Captember. Attitude of the control of many attitude of the control of the

- Ty To street that has been afternooned.
- The second of the second was a
- AND INCOME THE RESERVE ASSESSMENT
- 4) who is doming the country of the

In the off muffer plans with the number illument repretant a softened to a. It muffel n, the off the teachers participated in the standard meters Incomple workening, have 12-15 for the more taxon. At case the sense from the number,, ill teach to the necessite attendance exportations.

- and windersame note in movie of tend of less for incomplete or the same of the movie of the movi of the movie of the movie of the movie of the movie of the movie
- W. William approximate that the theory of a property of a distribution of a property of a distribution.



. Accorded to identify and work with page of arming process as to exist a distance of arming also bitter, parties, bandidaps, low intellectual functioning, consental referention.

Five inservice sessions were provided for kinders attacher, by the project from otation 1971 to Mark. 1971 at follows:

- * Morriary It, March I, March 15 Chort Ondre "Morring with the Learning Singlifia Inilia" In. Mary Labovich; "Working With the DI w Learner," In. Allah Mat n. Consultant Payenclogist; "Work-Ing With the Emitically Pinturbed Chila," Dr. Jimey Kasper, Consultant Payenclogist.

f the 31 kindergarten teachers 12 (37%%) attended five of these inservice sessions, four (12%%) attended two.

In order to provide for continuous program into kindercarter of each child who began his according to exterious
with us at age four, a five day inservice source or
"Extending the Parent-Onild Early Education inserts
into Kindergarten" was conducted by project staff
Tanc 12-16. Participants included 17 district sixdergarten teachers (including the 1s who has provided
by attended only two inservice constructions, no sixputlic kindergarten teacher, 17 elementary pressingly,
four elementary consultants, and the apprint of a elementary guidance. The school district paists
expense of participation for district or model, and
indicating its end moment of the log remove of indiinservice.

Leadershir for the incerties care eagers of particular the indest alrest r, for disast periodict, eacts incertary denote were also involved a recurrent periodic were also involved a recurrent to deveral of them being rections of the incertic continuation for a substitution and effective read at the term of the early of the incertical continuation and effective read at the following continuation.

problems at ages four and five. It would five an each omilion training promise posts of data, porent evaluation, teacher evaluation, and promise description and recommendations were available to the participants. PONE teachers discussed each child individually with the kindergamen teacher who would receive him in September. Written reports by the participants evaluated the inservice at highly valuable and appropriate to this expective.

In summary, all sinders arten to the refulfilled the terms of this sign wive by the only the project year.

1. Port Ajestive Three

Jain Parent-Chili aran plucation to a new will demonstrate appropriate to abbing to unique (e.g., reinforcement methods) of parents during Caturday consol. The Project simbotic will determine whether teachers are carrying on this activity through observations of absonut chasses.

Data were collected on items relating to this objective by the ireject Director nation duringly Jehool classes at the Formning and end of the prairie, year and during the ire more have visits with even tracher mid year. (See appendix F-1) The ruting scales relating to the objective, to rether with the proportions of teachers identified a decident frated a "three" or less) are listed below:

parents: effectively...ineffectively - of the 25 teachers ratedly to Imagest Timest rearing Saturday School at the heginning of the program year, is (44%) were judged to be deficient in effectively demonstration emprepriate teaching techniques to parents. In tabulation of teacher ratings rate forming Caturday Johnol at the charoff the year showed that only three teachers (12%) were rated as "torce" or less on this trait. Thus, at the emilef the first program year nine is referenced were rated as effectively demonstration approximate to a ning technique to parents than any teachers of rating and i the besigning of the year. The amount of rating are into the approximations of the year. The amount of rating the teachers were judged to be reflected in the contraction of the first section of the principle of the reflected in the contractions.



of remarkable to the state of t

The total of the control of the property of the policy of the second of the property of the policy of the second of the policy of the second of th

while it is trunctive to the content of the priteria, to we the critical forms to the content, the content of the content of the content of aching to migrate to produce and the content of the teamer. Sheet welly a time to expect the climation of the content of the straight to all had the gradient and reinger that the content of the climation. It is a produced that the content of the content of the content of the produced of the content of the content of the produced of the content of the content of the produced of the content of the content of the produced of the content of the content of the produced of the content of the conte

The constant of the second of the contraction of th

In the control of the description of the control of the december of the first of the control of the control of the december of the control of the december of the first of the provide of the first of the provide of the december of the first of the provide of the december of the first of the control of the

to the place of the respect to the tells of all of the common of the common tells of t

. In the state Figure

The note in the array of the art of the desired will work that the array of the arr

which Artification for perent, were prepared to all by the inject of the resident resident first of the incident bisections of the contract first progressing at arise denote at in the public of the pulse, where are little argues in the contract of resident where are little argues in the contract of resident to a contract of the pulse.

The same is well as a spection one teachers at a constant of the second of the second

in property therein the

crent-Calla Carly education to take no will work of a rativity with the inject Circutton in the state of a state a ranning to the a carried a raise.

This tip mive has been previously air the condention in the barb presture six out there is biggetime as a



where the transfer of a termination of the and the transfer of the transfer of

It related to invert my we attinisted to it of the star liber texturing identifies as learning stabled by the preliminary tombening pattery. National norms are texturable for this test, therefore identification of that collared was appeared average in social mowth that independence was appeared upon the companion of the current trained with the mean and standard deviation for a startistic for a trainable, according to one of the cole's author, public we course impacts than two contact invitations for a respect to the cole's author, public we course impacts than two contact invitations tellow the mean are classified as "him risk;" those searing retween one and two standard is viations also the mean are classified as "vulnerable."

11 1

Then total occasional on the Inventory in the fill of 1971 was 18.74 with a standard deviation of .73. Thing the classification renews state indove, to puril 1979 was placedified as "with risk" and two right (1970 were placedified as "vulnerable." Jecause the mail carrie lies and homographic for carple, it was statified wither the measurement of attainment of the original weather the valid. The problem is accepted in a city assemble for a two months of a tainment of attainment of the cally assemble for a two months or and . In white In, the opening is a first or a f

in the continue of the cont

The confidence of the following, twee forther than the first of the first of the first problem, twee forther the first of the first problem, the feet of the first of of the

, .	1		Rean	Stanian Emigtia		;	Tanze of
···.		1			•	۷. ا	3 3,4005 • 420,
:	,.		7.11	13.75		۷.	- 44 24-2 12
	- • •		7.67	**************************************	· . · i.	۷. •	70-127
	!				. ,		•7-11 • = 11
	!	,'		• .			-
	*						

en en 🏕 en la companya de la companya del companya del companya de la companya d

Less in the second process of the second process in the second second process of the sec

The state of the control of the cont

converse of the complete trained of the than
districted if proceedings are relied of attempted,
and liver class flower time the sight contact a real
districted.

In restrict to the finite in pupils, is rained more than light more or the test ago, one gained eight months, and four rained fewer than the eight control expected.

The transfer of the 1s pupils taking the test will, it grines more than the eight months expected and on grines exactly elent months.

e Clever Test - fitte laparily, all satisfications to a satisfication of the constant agree expects a first them.

A Time of a first man, the size of flow the special leads in the second of the man, the size of flow the special among the second of the secon



r in Alfarin arres Tr. 1111

the UB villa landlike as emotionally distures, who was rated by als parent an enowher above average components into the items of the Militaria Crale incorporated into the Henavior Theokist, "My freedmod Child", at the time of attractive FORE Program, will show, by the time of entry into kindersanten, a decrease of a thickness of the temperature of twenty-file per port of the temperature called in which the

in a distribute mass of parents to dating of their mainst of the parents of the p

with two excepts not no of the eighteen lies, conprinting to coale, pupils identific that emitionally introduced were patently their rarents as having preater degree of synctomology than were the pupils inentified as naving no handicaps. This finding may he observed from the unalyzed of variance results as well as an examination of the differences in the proportion of pupils rated as showing each syncom

the property items the included in the behavior checkit will remain by Almaerranter Thildren." I mpariwill be made total in ratings merrived upon enterles incommended by This entired, which appropriately the all demonstrates by This entiredly which appears the analysis mere and planes out or identified in the fail of



ally filest father a the Hidewell Items of the file of the files and the second of the files of

:: 7.

	SAMBI W Standard The Company	5 11 17 to 15	Marie,	Standard Leviation	ŗ	þ	
	::. <u>;</u>	· · · · · · · · · · · · · · · · · · ·		.73	3	<.0 ;	
	. 11 217	 	• •	.1€ . • •		<. ^) ·	
	∷ +4•	-	• • • • • • • • • • • • • • • • • • • •	•	'	<. Max.	
		•		· · ·	٠.	<. • • • • • • • • • • • • • • • • • • •	
. (**) * * **			• ? ~			<. 017	
• • • • • • • • • • • • • • • • • • • •			· <u>· ·</u> ·		7.57	<· ***	1
	FI 1.		. 4. ê	.59 .45	Vita Com	< -0.5	
		-, -, -] F. T.	∢. €05	
·· · · · · · · · · · · · · · · · · · ·			• • • •	.0.	*	<. **	
	, 		• • •	. 5	• ••	·~.	
	· · · · · · · · · · · · · · · · · · ·		• • •	• •	•	<.	
			2	• •		⟨. .	
						< · ``' :	
	.: . · `					<. ^··· . :)	



Table (euroimued)

	In permit above a symptom	veram	g Mewn	Standa Deviation	£1,	P
19. teglint	*FD 33		.08	.39	10.80	∢ .905
on, chaming of the aging things		4 7 37	./2 .31	·53 ·49	61.00	√. 005
, while	FI 117	37	.59 .21	• 7 - • 45	4^.97	4. 105
. 4	ni 13 Mil 13	΄ Ω	.50 .32	<i>6</i> 0	13.89	⟨ . ?0°

* l= cllimen with the filteral problems
"l= cllimen with an amnibage

to appliant filentive Four, The Infli

Each F TEE pupil identified as emotionally distrated, no was found to be deficient on teacher rather of the liems of the Nursery Cohool Alliant on Coale at the beginning of the FTEE Proton, ill snow an increase of a minimum of one clup on each five-point scale, at the end of his first year in the program.

It is not in an inverse of remembers on the fill were pated on the proposition of the "Tarrery of the fill of the transfer of the "Tarrery of the fill of the transfer of the transfer of the transfer of the proposition of the fill of the proposition of the pro



Fable 4
Justian of Initial and Final Feacher Eatings on Items of the "Turn by Tobach Adjustment Scale" for Pupils Identified as Paving Entitional Problems (N=241)

		Me an	Standard Deviation		ъ	I.fi	cient ====================================
1. Parationinip	Initial	 ↓• ''•	1.00	7 (1		ud,	28
with perroling Number 2 no 1	Final	••• 5	1.13	7.71	<.∵₁	?6	15
i, wistering	initi.	j4	1		. C. 1	·, •	30
lbh lacen, lot lothar b	111. 41	.71))	1.49	(.)]	: 5	1.1
. September	lidtia	4.57	1. 3	2 2 2 2			16
un i inalvia- uni amivible	Final	4.07	.90	10.51	<	γ	4
eg. Algren pi	Initial	3.→1	1.11	77 3 4		45	13
i entra i par Cintra unity	Fir.al	3.97	•93	7.1:	<	2	7
ige to provide	Ini# 1/41	i.; (1.1)	1.65 0		. 7	1 5
Prigri mil Labrichisty	F1:	٠.5٩	1.02		<.01	~ ,	1.`
e. Oziwa	: : : : : : : : : : : : : : : : : :	+;	٠,٠٠٠	 41	n	7	5,
In the Liv Talketor	711	٠.	1.4			7.	ب
				. î	~		
	#1. 4.1	·• • ·		•		7.	7
n ag aantami n Markatina	7: 101.2 Final		5.6. 5.4	7.74	4. 00	, 5	* ~

The second of th

The limit of the region line of the program year. Inese a first line of the restantiationally limited to pall a second line to the result of the gifter one in the propertions of region four set of the first line to live at the region line and end of the properties.

The contract the property of the formula product the point of the property of the property of the point of the property of the product of the product of the property of the product of the product

with the with Martin Complement - If the stall inthibition is their relationship with their trackers, 17 (32%) sained me to , 1 (32%) rained me to , 1 (32%) rained me to , 1 (32%) rained two steps, and 7 (13%) rained to - in the post in tweir final ratings. Altomother, if the post in train rate is their teachers as being a first in their saints of the trackers, and of the rate of the complete saints.

all we get the form that and Artificial - formal at the following the fo

The state of the s



If the avioral exempricity at the beginning of the program wear improved in their ratings by at least one of a laster in the year ratings.

eviance in Farily Structure - Of the 11 pupils initially rated as "two" or less on this trait, four (55%) gained in- step and three (27%) gained two steps in their final ratings. In sum, seven (64%) of those papils just discrete deficient on this scale at the besimple; if the program year gained one or more steps at the eta.

(* Patr 4. 1981 %. 11% belittlenchips - Of the 15 pupils initially mater. That or less on this trait, seven 5.0) gained one step, six (33%) gained two teps, and size (6%) gained turns or more steps in their final rations. In sum, 14 (7%) of the pupil, judged to be initially deficient on this trait gained one or more steps in final ratings.

Additional analyses were done on the teacher ratings of the "Mursery School Adjustment Scale" comparing pupils who were identified as half gemotional productor to pupils identified as not having emotional production. A surmary of these comparisons is presented in Table 10.

In our to seek in the tapes, rapids identified as not aviated titled problems were rated higher on all sales, being at the reginning and end of the program vair, to an ware public lightfield as having emotional this section and a fine result of the two strongs shows that the gap between the search of the two strongs shows that the gap between the common was craited in the final ratings than on the initial ratings on every single item as well as on the light agis tract ratings.

In carriery, the large of grity of children with emotional croblets of all to have rarde improvement on their teacher rarders. However, the indirect many of the great relationst their school of the target of week their final trained on a contract of rapid, who are identified as the ralles of rapid.



Something the second of the se

					Standar Devlati		1)
. Telrtlomanly to	Initial	 Not EP	042 649	3.0k	1.06	90.31	<.00°
$\frac{n_1 \cdot n_2 \cdot n_3}{1 \cdot 1} = \frac{n_2 \cdot n_3}{1 \cdot 1}$	Fine!	• • • •	545 515	3.03	1.15	41.43	<.00°
	amivial	Tot sl	243 549	3.24 3.27	1.19	70.00	<.00°
Sign W	Plmar	D You my	242 515	3.71	1.00 .92	33.50	< .00°
3. Greativ [*] The of ingivia-	Initial	ar Not Er	242 549	3.38 3.36	1.00	47.71	< .00j
ual arbivitien.	Final	i t RB	242 29 5	4.19 4.33	•90 •79	13.79	< .00
e. Clana of renavlopus	initial	MP Vot ED	242 549	3.41	1.11 .92	(1.33	< · 00!
irmat wity	Fir.al	3D Mot 3D	242 515	3.77	• 93 • 84	1°.44	<.00
e. dim. of remavioral	Initial	ED Not ED	242 549	3.56 4.14	1.10 .84	65.08	· .00
emanalylta	· :n±1	ED Not ED	242 515	3.80 4.16	1.02	24.48	د. ١٠٥٠
. D.im.: 'n tgilz	unitial	ED Hot ED	242 544	4.23	·9· ·8)	÷.25	<.005
. 52 x 25 x 22	Fingl	ND NOT ND	242 515	4.20 4.48	1.05	±*, . 75	<.005
/	In! Lil	·, ,	549		1.00 .75	31.55	. .005
milasi nunli	21.41	2. 7 (t 7).	242 515	4.21 4.52	·9°	19.43	<.005
tu djab- -n dire	r 14.1.11		£,44.	25.00	5.64 4.32	+7.37	<.00
			745 75		5.04 4.51	44.30	<.00t



. p. en 37 et 12 me, The Child

Type logical washer will consist into the pype logical distributed valuations of riginal and professions, in the radio of the screening arcs of their apprent functioning within intellectual artists range of tental potardation.

the pd pupils referred for place I diddle in a control of apparent low intellective functions of apparent low intellective functions of months retained to the basis of dutient of the later intelligence Test out a lag the Stanford-like Intelligence Test out Similar district with Jeale. Of the control of the social detarity Jeale. Of the control of the least of the later is and three because of emotional protlems. One of the Social detarts the ware diagnosted to fulling within the levels of borderline retariation of the retardation, as defined by the American Action of the formal protlems.

class of the coeleven pupils were retested to the conground all similars at the end of the promission. The front and all ributions on these tests of the two Aprondicals. The ribution of the initial establishtion is the second of pupils was a fill with

Stanford- Inet Intelligence Test - The mean of the first proup was 41.625 months on the first coninctential wills the standard deviation was 4.75 and a second administration of the fest will control and the standard deviation was 8.87 most comparison made between the two means for the control application and paired a sparican to file 4 (place).

Jin.lart. Hill Vatarity Chale - The mean coding of resolved in the first auministration of this case with a contract of deviation we are most than the standard deviation who are the standard deviation of the contract of the standard deviation of the contract of the cont

The second of th

and in the control of the control of

				4 . 2 . 1				*
	-			<u> </u>				
						,		-
. 4.							•	
. 4.			,	•	-	۷.		1
		٠,	•	•	·			
						۷.		•

,

			_	,	.,	· · · · · · · · · · · · · · · · · · ·		:
-			•					۷.
	,	;		•	•	•	٠	≺.
					· ·			۷.
	ť				• •			۷.
				-		•		۷.
	-				• •		•	: .



and the formula in the term to be a seen for particles of the particles of

The first of particles of functioning within the constant particles of a standard particles of the constant particles of t

A second of the mean of a provided with a line of the conditions of the condition o

number of the state of the stat

programmed to the control of the second that the progression noted and his fill made the son the particl that continued to the continued the second

- 1 * The maps will pluream to the marines

- The part of the property of the part of th
 - protections http://www.propries.in.irolate.com/

In addition, which is provided in the second of the for-liter to the literature of the more lates for the enjects. I literate the control of the control of provided to the ender, and the coll, which is a control of lating lates as the in-test as, the control of the control of lates, which to an issue of the control of the control of the anticle of the control of the control of the control of the anticle of the control of the control of the control of the definition of the control of the control of the control of the anticle of the control of the control

Y. E. Die Grindblie G., The Couff

The stain, the the site the Consultant Openialist in least include Alliber will develop an optimal prediction of the early identification of lanilarun (15. 1 orning dil kilitier. The 196term of these was in the initial correcting of all bill errors rapids plus the battery of tests as i in famour always ing papile with learning aliasticies will be subjected to a factor enalysis to later in the most parsitioning and paraistics of instruments for identing action of learning disabled pupils.

Colection is smildren for in-depth learning disculli- tied evaluation was curried out by application of one following formula to compening test results:

Farther testing using the Rescut Picture Visubalary Test, the Consisted Ci vers Differential Language Facility Test, Assaemoush-Harrie Srawing Test, Steretsky Motor Profisionary Past, and Every Pest of Visial-Vator Integration of weither formula to perceasonably ascurate in integral of originary with learning disebilities. It was originally planned to perform a low factor institute a Inditional or roth coreening in traever, because the number of popular identified ag-



I sell of the sum of the sum of the sum of the sell of

color of the trace of a line of the state of all the note
clips to all the state of the state of the state of
clips to the state of the state of the state of
clips of the state of the state of the state of
clips of the state of the state of the state of
clips of
c

The second of th

The transfer of the transfer of the large larger of the control of

The state of the s

<u>...</u>

And the second of the second o

A test of the following of the test of an analysis of the section of the section

The second of the second of the will merit, the second of the second of

	Tare to be porported
i viloni i k [†] amate it di vellit tolik polonili, bottor liktoritorio	· /*: *
Description of the transfer of the second se	/ ↑) ★
<pre> / in the model in Tourist Prime in the first in Industry whitee / voice in the first prime in the / in the first prime in th</pre>	· /* *
<pre> .p</pre>	. / ·*
with a second of the Circle (1- , -) to the transfer of two transfer	/ · *
	. • *
en de la companya de La companya de la companya de	′·.*
	, *

		Date to be
	TARBUTA ALLO SENSOS PARENTES	proca
•	The late of the state of the st	0/71*
	re a let district manage Chilingod Carrinal & Daily Chilingod	2/13
	contract to the experiment, the experiment of th	+/7. *
	that is an all the of the same for particular to the action and the same in the confidence of the conf	9/71*
<u>.</u> ,	Arrol postal in least procedures for initial surectificaty	9/71*
·* /	Apply to for tarther individual diag-	3/71 *
	roully and it is entainated in an army for the histogram by	11/71*
<u>.</u> ,	geth, we munificulted theorem with	€/7 » *
•	til till lig e og stadt invervice til da ty	6/73 *
	las — no dicourado dentid Prog <mark>ha</mark> n 1931 - Historia 19	1770*
-	Propaga workly have locavity Parkers by	·/72*
	Therein is not in the challion i . Popiose an mialo (A	· / · .*
•	no complete the state of the st	*
	The second proceeding beautiful and second second to the second of the second s	, ·· ¥
		ⅎ



	·	,
	Ferfirmance Onjectives	Date to be Completed
. '1 /	notation thelins late on all instruments specified in the Product and Process bjectives for Children and Parents Ly	7/72*
	Inform the project stuff of the findings obtained in the pilot study prior to November, 1971 by	11/71*
f)	arrance for the dervices of a com- quier fire by	7/71*
- î.	Dirations the independent audit probables with the evaluation so that the stations can bee all data and finding after they are processed and written up by	6/7 ?*
25)	constrate the evaluation activities of all project components by	6/72 *
.;)	Jorranicate to the project staff all final not on the process objectives at intermediate points during the project ejeration year by	E 172 *
311	Arron for otorage and retrieval of all information collected on children and parent: for the duration of the project. Files will be updated one contrast or the collection of any a sultimal dat	7/1:*
3 /	Incrare and number reports to the	7/77*



A. MARAD FROMENT PARTICIPATION UNITY

Condition and Grave Level, by Handicapping Condition and Grave Level, recorded the served by Handicapping condition in the served to the served that the served the served that the served the served that the serve TE. POPT 7 -1 -Pie-Total Teacher Aides 12 6 5 3 4 2

Tre + . . a. Trainable 20-5-11/ PORE ** : . ") . . - - !-! kinder_s primary ' a" , Martally Patricted contal+ ext c. hari ..31211; Britimates are based in lear's findings 1. - 1.

tary reliable. speciali ' we: " ' indential unitary with the handing to be five runtil each participate is an 40 could be taken Children to and are a second tion received:

tion receively.

program.

·. Via.311v I pure!

. (2.2)

i-paired

·. I stimilly Tist.roed

Crippled

1. Learning Dinabled 1. Ciher

Pealth Impaired

Tota!

and the part bildren served who artend private nonnrofft schools

٠,٢,

. . . 5

3. Matribution By Eth	inic Group	<u>, </u>		SPANISH SUKNAMED	CAUCASIAN (Other		
$POITAU q_{G_{i}}$	h SGRO	INDIVN	OP LENTAL	(See in-	than Span Surnamed	OTHER	TOTAL
	2	3	4	5	6		
· deat Perficionnes	12	1	2	2			



	The same and the s	restriction solignal to the the						
	· ^ _ CITTGO Y		Humin 7	Aill- Time Equi:	for il : t = l'ime : min ; (Column = 1 1)			
	1	2	3	4	5			
•	27. 17.7 (01/	*						
•	() Sesimate 7.2n		22	14-2/3	14-27			
	(7) lerrirge:		J		<u></u>			
) - acs 1-)		- }	<u> </u>	3			
	() 1/2/20 /-10							
	(5) (cost		10	2-1/2	2-1/2			
<u>. </u>	2 20° 2, 10×12 R\$		1	1/4	1/4			
	TIMOTER AITE		3	2	2			
	OLSOMO DE SON LERGOLMEL	1	2	 				
•	The First Son I Missinel		1 12	1-1,/2	1-1/2			



\(\)-\(\)

				7 :
	<u>~i≫3</u>	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	<u>. 1 11 1 (</u>	testingety ZIM SIMI MATRIS
**************************************	Y (), ());	, -	7,703	11 TERR 2
	e begant	in i	<u></u>	port of the tests
!	1:.			Tet 1 Full- Equit. (Col. 2 x 1)
			- /.	2/2
			37.	27.
	1			<u></u>
· · · · · · · · · · · · · · · · · · ·				1
		1		
· · · · · · · · · · · · · · · · · · ·	<u> </u>			
	: `	, , ,		
		, ·		1/4 tir 1/4 tir 1/4 tir 1/4 tir 1/4 tir 1/4 tir 1/7 tir 1/7 tir



The second second

The content of the content of the content, productly known to the content of the content of the physical, and the content of t

The transfer of the service of every shill, I while the legged also will under attent as needed.

turitus qua te in district elementary schools, which produces are part of the instructional team of the instructional team of the instructional teamer to be able to the contraction of the contraction of

which is a manager of the property of the control and parent of
the Manager of the property of the paint of each of late
the control of the control of

2. Implicate specification of the appropriate provided to a country, the appropriate provided to the appropriate provided to the appropriate provided to the approximation of the approximation of

, where $x = \frac{1}{2} + \frac{$

in life and the late of the second of the se

The first of the control of the state of the

The light of middle and interlige value in milliant, the light of the program, as well algorithment on what is a solution and the condition, with the program of the interlight of the four year light of the program with the lowest enterlight of the four year light principles of my policy enterlight of the four year light principles of my policy enterlight of the principle of the four year of the distribution of principles of the principle of the principles of the condition of th

of the common of the state of the state of lateling children only the late of the results of the continuous first the possible of the continuous formation of the state of executional of the continuous formation of the state of the continuous fifteen and the state of the continuous fifteen and the state of the continuous formation of the

The second of th

The second secon

The strain of the control of the particles well atting the control of the control

The state of the model of the letter of the was the progress of the war into mailsing the letter of the duration, progress, as into the progress of the state of

Teathar nations

in the first transform, expect at most fain were defined in the first transform, expect at most fain were defined in the first fall multime, all parents, and all teachers. Althours for all the most expectations, rather than lowering a state of the first contract of the objectives, as state; in the objectives, as state;

In the common of the pear provision must be made to incure the continual progress of children from the Caturday Devocation area into allowing articles that the gains achieved may be calculated as sold will require continued assistance to cliared with special overseas well as to their teachers and careful. At the case tire, every effort should be made to fix; I he case of teaching intervention at age three, in that to cave asserts are threat in learning in the continual orbits.

inv) the court to ending wear of the prigram, principle
to ever out to produce to except and plan for the inevitato ever out that will out it their level. prortained
to be ever of reducing, seen, ruct to provide during the
ever out for right to first any teachers to the program,
to the ever out of the court.

the control of the property and accommon to the control of the con



the condition of the conditional conditional conditions of the conditional condition of the conditional conditional conditional conditional conditional conditions of the conditional condit

when the latter, this is let weather 1 process, using noth the contract of the contract that involving the contract the branching parts in, although any generative convices the latter of the larent -Chilical and the could be harped to the could be hapted to be a contract of the could be hapted to be a contract of the could be hapted.

People are talking about

SATURDAY SCHOOL

for four year olds



PARENT CHILD EARLY EDUCATION PROGRAM

The III See 306 ESEA Fore or Floring & School District



First of all - the school district reports that ...

This family centered approach to early education takes advantage of the four year old class for earning noth at home and school

-

SATURDAY SCHOOL q = t(dera), to ded cooper to school and home serving program for the evaluation

THE FIRST YEAR ENROLLMENT 820, approximately 10 to the matter district.

SATURDAY MORNING AND AFTERNOON CLASSES # 20 and the affirm the students of the students of the students.

THE TEACHING TEAM at each set and includes three training activation and example a state of a chearly education, and parent up to the Amita of 25 to a hard are emprished half to the

HOME TEACHING CODE THAT IS Saturday see to it

- Teacher in aking fary scheduled home teaching
- Part of provide a megadar of the featuring complete of a lamb with

LEARNING ACTIVITIES, whose and home to a the description of

- Ligure * "
- 特力をよることによっていた。
- Pirijita k
- پر نے ہچت ●

The teachers say...



PARENTS JOIN US to form a . tacpart of the teaching feam

- At school both mothers and fathers take responshifty for instructing small groups. Before classes start, we meet with parents to outline their teach inglassignments.
- At home the parents continue teaching throughout the week with skill development games and activities. The staff provides them with weekly HOME ACTIVITY GUIDES. These offer suggestions of though to do relating to the skills being taught at school.

OUR HOME TEACHING VISITS with the child and parent give is opportunities to

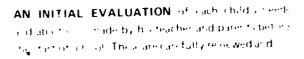
- Acrk with the child in his own home environment
- Aboth parents to the coording learning opportunities in everyday autivities, using everyday materials.
- Match learning expense ces to their hild's individual code and level of readons.

Each independence de determine whether he is visited to a week wakly ortwice a month.



The specialists are saying ...

"The diagnosis of every enrolled child is one of the program's most unique and beneficial features. This early identification of a problem and its stateguent treatment, can often present in one serious difficulties at a later age."



RESULTS INDICATE that approximately one-third at the children or derive a need for further diagrams. The masons

- Void having mapiech impairment
- Other phy called label tors
- Mental final oning at a level betrevibate xpected
- Ematio al problemo
- Linguage or perception of filling time

For awing the acide pith deadrosse

AN INDIVIDUALLY PRESCRIBED LEARNING PROGRAM is followed through with the child, he plane to, and his teacher are the class and at home. The allow

- Childre with spir at problems and hardweeps to be regrated into the regular classroom.
- Childner who excel academically to be cets from a accelerated program.



THE SPECIAL FIELDS REPRESENTED by the ten consultant specialists if om local anivers are community agencies, and Special School District include.

- Testing and example.
- Learning disabilities
- Speech and language therapa
- Audiology
- Child psychology
- Special education
- Fumily counseling

COMPREHENSIVE TEACHER TRAINING includes an intensive four week preservice, and weekly inservice throughout the school year on

- Diagnosis of pupil needs
- Materials and learning experience, to meet those needs
- Working as partners with parents.

GROWTH EXPERIENCES FOR PARENTS are provided through parent study groups and parent conselling sessions. The discussions center around topics of major concern to parents, under the leadership of a child development specialist.



The parents are talking about ...

Now that I make against to work with our son of the process of the son of the process and we're get a consider we want to their better."

A nation deam or delighter had a hearing problem A negret of twas a light so early?

The second dream and this is the first time we've ever half a teacher in our home. In fact, this individing a prent of our laughter releases in our own home are teacher to contain a

The hand series and seeing our son working in a great hand seein a real eye opener. We now realize he has a not serie our discon proplem, which we are with 4.7

The four year olds are telling us ...

... in the had Saturday School of Sunday too."

** * when Mr. Satting concess to cly house to see

We also hear from ...

A COMMUNITY COUNCIL of parents school representatives, business and civic leaders meets periodically for a two way exchange of ideas for improving the program and to enlist community support

A PROFESSIONAL ADVISORY COMMITTEE with representatives from educational, cultural, and civic agencies were involved in the initial planning and continue to evaluate and make recommendations on the program

A DISTRICT EARLY CHILDHOOD COMMITTEE of school administrators, principals, and elementary school teachers serves as a coordinating link with the district's total educational program.

CONSULTANT SPECIALISTS IN EARLY CHILD-HOOD EDUCATION, associated with programs and universities around the country, lend their expert se throughjobservation and recommendations to the staff





And, the press has had lots to say...

R-2. District Receives Federal Grant For Saturday Schools For 4-Year-Olds

R-2 Saturday School

Begins October 9

820 Four Year Olds In Saturday School

Saturday's child learns a lot at tender age

For " are intor" ition

PARENT CHILD EARLY EDUCATION PROGRAM

Emglis Mi Flore and School District. 655 January Avidin

Ferdasor Missouri 63135 St. Louis Courty



The enclosed brochure describes our Saturday School Program in which the school and home join nands to provide valuable learning experiences for four year olds. This family centered program is designed for all four year olds, with a primary locus on the early identification and treatment of the educationally disadvantaged child.

Using both home and school as a learning environment provides a comprehensive program at moderate cost. It includes:

- PARENTS AS TEA HING PARTNERS at home through the week and in Saturday School. This provides a classroom ratio of one adult for every four children.
- WEEKLY HOME ACTIVITY GUIDES offering suggestions to parents for home teaching activities. (This year's guides are available in booklet form for \$2.75 including mailing cost.)
- ASSESSMENT OF NEEDS AND ABILITIES of every enrolled child, followed by in-depth diagnosis and treatment as needed.
- INTEGRATION OF HANDICAPPED CHILDREN in regular classrooms, with individualized programs at school and at home.
- EVALUATION of cognitive and affective gains in children as well as improvement in parent competencies and attitudes. First year data indicate significant gains.

Visitors may make advance arrangements to observe the program. from October to April.

Sincerely,

Mildred Winter Project Director

SCHOOL and HOME LEARNING PROGRAM

PARENT-CHILD EARLY EDUCATION

tle III, Sec 306, ESEA

Ferguson-Florissant School District 655 January Avenue Ferguson, Missouri 63135 S Louis County (314) 521 2000



APPENDICES

A	Frequency Tabulations of PCEE Pupils' Scores on the Preliminary Battery
B-1	Initial Teacher Ratings of PCEE Pu. and Parents on the Items of the Home Teaching Report during Fall, 1971
P-2	Final Teacher Ratings of PCEE Pupils and Parents on the Items of the Home Teaching Report during Spring, 1972
C-1	Initial Teacher Ratings of Pupils' Self Esteem
C-2	Final Teacher Ratings of Pupils' Self Esteem
D	Initial Parent Ratings of Pupils' Behavior (MY PRESCHOOL CHILD)
Е	Initial and Final Teacher Ratings of Parents' Performance in Saturday School
F-1	Summary of Initial and Final Teacher Ratings at Saturday School and at a Spring Home Visit by Project Director
F-2	Teacher and Program Ratings by Parents on a Pilot Rating Scale, End of the Year
G	Frequency Distributions of Further Diagnostic Test Battery and Follow Up Administered to Pupils Identified as Learning Disabled
H-1	Initial Teacher Ratings of Fupils' Adjustment
H-2	Final Teacher Ratings of Pupils' Adjustment
I	Frequency Distribution of Further Screening Test Battery and Follow Up Administered to Pupils Identified as Mentally Retarded
J-1 & J-2	Percentile Rank Norms Developed for Entering Kindergarten Pupils Using Data Collected on Pupils Entering District Kindergartens, Fall 1970, on the Screening Test of Academic Readiness Subtests
J-3	Summary of Results Obtained on the Screening Test of Academic Readiness Given to Kinder-gatten Pupils, 1970 and 1971



F.	Kindergarten Comparisons of Pilot Study
L	Summary of Interim and Final Reports - Sub-Component for the Learning Disabled, Mary Dasovich, Ph.D.
М	Summary of Interim and Final Reports on Speech Therapy, Arthur Kelley, M.A.
N	Summary of Interim and Final Reports, Sub-Component for the Mentally Retarded, Allen C. Yater, Ph.D.
0	Summary of Interim and Final Reports, Sub-Component for the Emotionally Handicapped, Sidney Kasper, Ph.D.
P	Final Report on Hearing Testing, Sidney Schoenfeld, M.S.
Q	Sample Report for the Blind
R	Responses of Parents Enrolled in Parent Study Groups to Items of the Parent-Child Relation- ships Scale During the First and Last Sessions of Group Meetings
S	Sample Home Activity Guide
Τ	Evaluation Report on Home Activity Guides, Warren Solomon, Ph
IJ	Sample Sequence Chart of Skill Development
Λ	Final Teacher Rating of Pupil Achievement
W	Teacher Ratings of Pupils' Skill Development During the First Project Year



in the control of the

			-		-	
	- •	• • • • • • •	120 Verz 190	· (1.A.)	tenany 19	(P.A.)
1		=			, ,	
- · !					.	
- •	-		* '	-	*	: ? 7
	•				. 7	7
• - •		-			. 7	
•	,		•	,	,	
4	•	7			: -	3
. , _ ,	1.	7,	<i>u</i> ,	ر -		J
		,			:	17
<u> </u>	*			•	**	3 <u>8</u>
- ·	14	+	į	. 7	4 +	34
	•	1 -	<i>;</i> .		4.	35 51
-		,	, · 7	. =	1 . !	122
<u>-</u> '	~ _	2.4	1		1	1
			1	7.+	4.0	165
·	-	,	•	'- '4	<u>ئ</u> ر	5.5 5.8
			27	0 <u>1</u> 7 <u>3</u>	20 13 13	43
· · - ;	٠,	2 • 2 · *	, <u>(</u>	7 -		43 25
· · - · · · · · · · · · · · · · · · · ·			. 1	! _'		20
· _ ··,		• ,		٠, ٣,		
·7 · _ / _	1,	1 · •		; ; _,	<u>.</u> 1	22
· · —	,	## 			1	12
- "		•		1 '	•	10 1
- ·		. ↓,		٠.	1	12
_	r	•			1	7
· - ·		- '				
'	:	1.4				6
7.,- +4		<u>.</u>			l	b 4
• - •					Ţ	7
+ + - 1 ,		• *				
11-15		,				
· • - • · ·		3				2
						<u>l</u>

*At the tesinning of the program year five pupils were included at the with the closed intelligence Test, his were untestable with the Sievers Test, and elever patils were untestable with the Recry Test. The number of pupils tested at the end of the recommens of the war 75%, a drop of 4% from the testinning of the year.



APPENDIX B-1

Initial Teacher Ratings of PCEE Pupils and Parents on the Items > of the Home Teaching Report during Fall, 1971 (N = 798)

	Sample			***	Person of Manager and Manager	1	Ratinds	, * , * ,	# 			
Conditions affecting visit		[]		4				2				Blank
	- i	١ (•	0	Ç	ָר נ		æ		ر م	~
a. Parnnt ready vs.	Total*		ا ا		~ (} T		- ; - ; - ;		\ \ (ر ا 1 (
not ready for	ED		51%		22%		۶ ۲۵		<u>~</u>		بر ((ا	
Z _L JOM	E		€13		1,8	59	l)	13	(34)	12	(3 € (
	Œ	196	(54%)	17	(21%)	99	(188)	11	3		7 7	16
	10 10		υ Υ		2 1.9		_ 7		2		△	42
no chi idi reday va. no c	ו הים דמה		ე ცე 1 — — — — — — — — — — — — — — — — — — —	~ <1	1 6	S	$\frac{1}{2}$		9		• • 9	16
	Z	220	92	76	マ	09			(23)	10	(38)	25
	田	189	(523)	64	£31		61	21	9		9	17
			4	(((t,		C		,	C U
c. Place prepared for	Total	441	(59%)	$\frac{132}{2}$	(18%)	128	(1/6)	77		ر <i>ا</i> د	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \) r
teacher to work	ED		50 50 90		ہن اب		7.		•		ب ر	n r
	EZ		61%		16%		17		4		· ·	ν, ν,
	H		578		203		18		~		لىد حا	1.7
Parent participation		_										
a. Observed 100% vs.	Total	462	618		158		14		4.		ე ბ	42
0% of time	ED	159	(578)	41	(158)	45	(16%)	18	(89)	11	(48)	
	HZ		618		15%		15		()		<u>,</u>	
	Ħ		618		16%		13		U ₩		4	16
b. Darticipated 100%	Total	. 99	13		13	_	23		258		20	41
Va. 108 Of time	ED	32	(12%)	36	(13%)	76	(28%)	67	(248)	63	(23%)	15
	HN	52	14		14	$\overline{}$	28		25%		19	
	=	44	12		13	0	28		25%		21	

	Sample	1 1 4	4		: 		Ratings	1	; ;	•	i i		,
Parent attitude toward		(S)	1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	4		· ~ ·		7	:	1		Blank	1
teaching session a. Positive vs. negative	Total*	349 106 202	(46%) (39%) (527)	218 82 104	(29°) (30°) (27°)	15972	(21%) (27°) (18%)	25 11 6		0 m m n		41 25 6	
b. Interested vs. disinterested	Total EU NII	בר וני אפונו	4 4 4 5 4 5 7 1 1 2 7 8 8 8 8		30 8 8 8 8 8 8 8 8 8 8 9 9 9 9 9 9 9 9 9		2000 100 100 100 100 100 100 100 100 100	* 640m	. ~4~4 		, %3435 - 4444	15 15 16 16	
c. Self-confident vs. lacking confidence	Total ED NH	6 c; 0	. 2222 . 82224 . 88888	6 W L K 6	31 26 34 77		31 36 28 34		85 TH 47 TH	17 (9 (6 (3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5 3.5	15 15 25 5	
Parent interaction with child a. Accepting vs. re- jecting	Total ED NH	255 65 163	(34%) (24%) (42%) (25%)	254 98 118 136	(34%) (36%) (30%) (37%)	200 90 93	(26%) (33%) (24%) (29%)	37 14 23	(58) (48) (68)	10 (6 (6 ((18) (28) (18) (23)	42 16 25 17	
b. Aware vs. unaware of needs	Total ED NH H	143 93 50	(19%) (12%) (24%) (14%)	246 81 144 102	(33%) (30%) (37%) (28%)	239 98 112 127	(32%) (36%) (29%) (35%)	106 50 34 73	(143) (18%) (9%) (20%)	22 10 9 13	(3%) (4%) (2%) (4%)	42 16 25 17	
	±1%												

7-1
·-
Z
CINIC
457

(continued)

C. Positive v. negative Total 152 (20%) 266 (34%) 275 (36%) 53 (7%) 20 (37%) 42 motivation 3H 66 (17%) 166 (39%) 28 (10%) 10 (4%) 16 (38%) 17 (4%) 8 (22%) 18 (32%) 134 (37%) 36 (10%) 12 (38%) 17 (4%) 16 (38%) 17 (4%) 16 (38%) 17 (4%) 16 (38%) 17 (4%) 16 (38%) 17 (4%) 16 (38%) 17 (4%) 16 (38%) 17 (4%) 16 (38%) 18 (25%) 19 (30%) 113 (41%) 25 (39%) 18 (24%) 18 (25%) 19 (30%) 148 (38%) 32 (8%) 14 (4%) 17 (4%) 18 (25%) 19 (30%) 144 (38%) 36 (12%) 26 (4%) 16 (38%) 14 (38%) 36 (12%) 26 (38%) 14 (38%) 36 (12%) 26 (38%) 14 (38%) 36 (38%) 17 (48%) 26 (38%) 18 (25%) 19 (30%) 19 (30%) 19 (30%) 19 (30%) 19 (30%) 19 (30%) 19 (30%) 19 (30%) 19 (30%) 19 (30%) 19 (30%) 19 (30%) 19 (30%) 19 (30%) 19 (38%)		Sample						Ratings	,,				and and an analysis to
Total 152 (20%) 256 (34%) 275 (36°) 53 (77) 20 (38°) 15 (10%) 16 (4%) 16 (17%) 18 (35%) 134 (35%) 16 (39%) 17 (4%) 18 (22°) 138 (35%) 134 (37%) 36 (10%) 12 (38°) 17 (4%) 16 (4%) 18 (22°) 138 (35%) 134 (37%) 36 (10%) 12 (38°) 17 (4%) 12 (38°) 13 (418°) 18 (29%) 18 (29%) 18 (29%) 18 (29%) 18 (29%) 18 (29%) 18 (29%) 18 (29%) 18 (29%) 18 (29%) 18 (29%) 19 (30%) 143 (30%) 143 (35%) 32 (8°) 14 (4%) 19 (4%) 19 (4%) 19 (18%) 11 (30%) 143 (35%) 36 (9%) 36 (9%) 18 (18%) 10 (25%) 10 (30%) 10 (30%) 10 (30%) 10 (30%) 10 (30%) 12 (48%) 10 (25%) 10 (30%) 11 (4%) 10 (30%) 11 (4%) 11	1	1			7					. !			3lank
Total 151 (20%) 230 (30%) 291 (38%) 66 (9%) 18 (2%) 45 (16%) 78 (29%) 113 (41%) 25 (9%) 12 (4%) 16 (10%) NH · 89 (23%) 119 (30%) 148 (38%) 32 (8%) 4 (1%) 2% 119 (30%) 141 (30%) 34 (9%) 14 (4%) 16 (30%) 111 (30%) 143 (32%) 66 (9%) 8 (1%) 4 (4%) 16 (30%) 143 (36%) 114 (29%) 17 (4%) 2 (1%) 2 (1%) 16 (30%) 143 (36%) 114 (29%) 17 (4%) 2 (1%) 2 (1%) 16 (30%) 143 (36%) 129 (35%) 49 (13%) 6 (2%) 1 (4%) 94 (34%) 51 (19%) 6 (2%) 1 (4%) 16 (30%) 116 (32%) 64 (16%) 8 (2%) 1 (4%) 16 (32%) 64 (16%) 8 (2%) 1 (4%) 16 (32%) 64 (16%) 8 (2%) 1 (4%) 16 (32%) 61 (17%) 8 (2%) 1 (4%) 1 (4%) 16 (32%) 61 (17%) 8 (2%) 1 (4%) 16 (3%) 116 (32%) 61 (12%) 5 (1%) 1 (4%) 17 (49%) 103 (28%) 61 (22%) 11 (3%) 1 (41%) 1 (41%) 177 (49%) 103 (28%) 72 (20%) 11 (3%) 1 (41%) 1 (41%) 1 (41%) 1	-		15 8 8	20 17 22 18	r ∞ ~ −	30 30 32 32	7 046	36 39 36 37	107 W 12 W	(74) (10% (44) (10%		W 4 4 4 W	
Total 188 (25%) 251 (33%) 243 (32%) 66 (9%) . 8 (1%) 41 (18%) 42 (18%) 104 (38%) 33 (12%) 5 (2%) 16 (30%) 143 (36%) 114 (29%) 17 (4%) 2 (1%) 2 (1%) 2 (1%) 16 (30%) 108 (30%) 129 (35%) 49 (13%) 6 (2%) 1 (4%) 236 (60%) * 89 (23%) 61 (17%) 6 (2%) 1 (41%) 236 (60%) * 89 (23%) 61 (17%) 8 (2%) 1 (41%) 1 (41%) 16 (32%) 16 (2%) 1 (41%) 16 (32%) 16 (3%) 16 (3%) 16	Positive vs. reinforcement	Total ED NH	N 44 α O	20 16 23 17	アココ	30% 30% 30%	C 11 4 4	3 8 8 3 9 8 8 9 8 8 8 8 8 8 8 8 8 8 8 8		იითი.		0 4 H 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	
Total 414 (55%) 205 (27%) 125 (17%) 11 (1%) 1 (<1%) 1 (<1%) 121 (44%) 94 (34%) 51 (19%) 6 (2%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%) 1 (<1%)		Total ED NH	8417	25 18 30 20	∿ ∞ 4 ⊂	333 368 308 308	4012	288 289 39		98 148 138 138	ωυν ω	ല 2 ⊏ 2 ഉദ്ദേശ	42 16 25 17
Cooperative vs. Total 414 (55%) 190 (25%) 135 (18%) 16 (2%) 1 (<1%) 4 uncooperative FD 125 (46%) 77 (28%) 61 (22%) 9 (3%) 1 (<1%) 1 uncooperative NH 237 (60%) 87 (22%) 63 (16%) 5 (1%) 0 (0%, 2 H 177 (49%) 103 (28%) 72 (20%) 11 (3%) 1 (<1%) 1	Parent relationship with teacher a. Friendly vs. unfriendly	Total , ED NH H	732	244 44 60 64	20 9 8	2626 7462 8888	9000	17 19 16 17		% \$ \$ \$ N IH N IH	4404	▲18✓18✓18✓18	
		Total ED NH H	135r	2 4 4 6 6 0 4 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	6 7 8 0	22 22 28 28	7003	18 22 16 20	16 9 5 11	357	1101	0 % T V	

APPUNDIN B-1

(continued)

	13 cmp 10			1 4			Ratings					
				4		8			2			Blank
c. At ease vs. ill at ease	Total ED NH	325 91 200 125	(43%) (33%) (51%) (34%)	206 76 103 103	(27%) (28%) (26%) (28%)	188 82 81	(25%) (30%) (21%) (29%)	28 17 7 21	(4.) (63) (22) (6*)	¢ L L 8	(19) (38) (71%) (2%)	42 16 25 17
Child's relationship with teacher a. Outgoing vs. shy	Total FD KH KH	198 56 121 77	(26%) (20%) (31%) (21%)	218 54 131 87	(29%) (23%) (33%) (24%)	187 74 92 95	(25%) (27%) (23%) (26%)	111 53 44 73	(15%) (19%) (11%) (20%)	20 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	(6%) (2%) (10%)	35 13 14
b. Cooperative vs. uncooperative	Total ED NH H	265 70 169 96	(35%) (25%) (43%) (26%)	233 71 133 100	(318) (26%) (34%) (27%)	191 96 76 115	(25%) (35%) (19%) (31%)	44 15 34	(6%) (7%) (4%) (9%)	25 19 23 22	(38) (18) (68)	35 13 21,
c. Talkative vs. hesi- tant	Total ED NH H	193 55 118 75	(25%) (20%) (30%) (20%)	201 53 126 75	(26%) (19%) (32%) (20%)	186 72 91 95	(24%) (26%) (23%) (26%)	130 63 50 80	(17%) (23%) (13%) (22%)	33 42 42	(78) (128) (38) (118)	35 13 14
				•	-							

_
1
<u></u>
.,
_
DIX
Ω
6.
-,-
APPEN

(continued)

		Sample			mandel on a survey common mental survey of the	O deligione de la descripción de de l'importante de l'importan		Ratings						į
H	Child's response to learn-				-7		(0)		2				Blank	1
ing pui a	ing activities a. Interested vs. disinterested	E G E E	331 37 201 130	(43) (33) (514) (35%)	214 (2 75 (2 111 (2 103 (3	28.5 28.5 28.5 28.5	171 (79 (72 (22%) 29%) 18%) 27%)	38 (18 (11 (2	σ · - α	(13) (39) (-19) (24)	2233 44	
ند	b. Attentive vs. distracted	Tan Ex	277 81 168 109	(36%) (29%) (42%) (30%)	247 (3 75 (2 140 (3	32.) 278.) 358.)	167 82 70 70 07	(22%) (30%) (18%) (26%)	23 23 25 30 30 30 30 30 30 30 30 30 30 30 30 30	7 7 7 10	21 (15 (2 (5555	
116	c. Attained all vs. none of the objectives	Total ED NH	212 78 106 106	(28%) (28%) (27%) (29%)	294 (86 (182 (112 (39 4) 31%) 46%) 31%)	2 4 4 6 6 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	(25%) (27%) (23%) (26%)	60 (31 (13 (45 (8.) 11.6) 44.9) 12.9.)	C 7 7 6	(17) (38) (-18) (20)	2 C C C C C C C C C C C C C C C C C C C	
Chi Sat	Child's attitude toward Saturday School	Total ED NH H	313 89 184 129	(41%) (32%) (46%) (35%)	221 (74 (91) 98 (29°) 27%) 31%) 27%)	171777777777777777777777777777777777777	(23%) (27%) (19%) (27%)	40 (26 (29 (() () () () () () () () () () () () () (15 0	(23) (44) (14) (43)	38 12 15 15	

	Camp les		Ratings		1
Indications of parent follow-up of Saturday School or previous visit***	·	Two or more samples		None	Blank
a. Displayed chuld's work	Total ED NH	102 (14%) 30 (11%) 61 (16%) 41 (11%)	246 (33%) 93 (35%) 126 (32%) 120 (33%)	467 (54%) 151 (55%) 203 (52%) 204 (56%)	15 27 16
		Several	Ouc	None	Plank
b. Used materials or activities suggested	0 0 7 1 1 1	149 (20%) 50 (18%) 75 (19%)	243 (32%) 77 (28%) 145 (37%)	36.3 (48%) 147 (54%) 170 (44%)	, 43 15 27
	Ħ	4 (20	8 (27	93 (53	
c. Initiated teaching of new or related	Total ED	111 (15%) 39 (14%) 53 (14%)	167 (22%) 50 (18%) 99 (25%)	477 (63%) 185 (68%) 238 (61%)	43 15 27
BCCI VICES	: E	8 (16	8 (19	39 (65	

APPENDIX B-1 (continued)

H represents 381 pupils rated as having special problems or handicans. *Total represents 798 pupils evaluated. ED represents 239 pupils rated as having emotional disturbances. NH represents 417 pupils rated as having no handicap.

- **Numbers above columns each refer to a point on a five-point scale measuring a presumably continuous dimension.
- ***Data on the following three items were collected from the first or second home visit as few parents were given materials or instructions before the first home visit.

ć

Continue,

ı	
-	

-		
;		
:	• •	
"‡	; ; ;	
	:	
•	:. :-	
	-/	
;	-	

				ent of the control of
- ,	; * * *			2.00.4.1 4.4.1-4 4.4.4.4 4.6.4 4.6.4 4.6.4 4.6.4 4.6.4
` •				20
				10.3 (00.3) 14.4 (00.3) 20.4 (04.4) 11.4 (14.4)
		10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	10.2 (14.1) 2.7 (16.5) 17 (1.1.4) 15.3 (14.4)	161 (2.34) 5.9 (2.64) 6.1 (2.14) 6.0 (2.54)
			(1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	000 (000) 100 (000) 114 (000) 130 (000)
*			; ;	7 60, 11 14, 17
		The state of the s		D. Particity was a 100% with a chine with a chine with a chine chi

Ö
<u>a</u>)
7
<u>بر</u>
-7

	-	,	1			`	
The second of th			· · :		1 ,	·	
· · · · · · · · · · · · · · · · · · ·			0.000 mm				**
75. 75. 45. 75. 9. 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	· · · · · · · · · · · · · · · · · · ·	(17) 7 10 10 10 10 10 10 10 10 10 10 10 10 10	15.00 (2000) 15.00 (2000) 15.00 (2000)			7 7 7	경 (= 연 년 원 원인 ()
30 - 70 - 12 - 12 - 12 - 12 - 12 - 12 - 12 - 1	;; ; ; ;;; ; ;	(0.00) 6.04 (0.43) (0.43) (0.43)	2.83 (26.1) 30 (23.1) 30 (23.1)	35 (15) 57 (15) 57 (15) 58 (13)		2000	interm mm. c
Sarent Intervention of the Accepting vs. Accepting	7	0.54 0.50 0.50 0.50 0.50 0.50 0.50 0.50	1 2 (25 %) 1 1 (25 %) 1 1 (24 %) 8 2 (23 %)	100 (100 (100 (100 (100 (100 (100 (100	0000 Hell Co. mm		ate mire a m _ C.
b. Awar needs v unaware needs	d Constru	353 (50%) al (40%) 218 (56%) 135 (41%)	193 (2548) 052 (248) 012 (248) 01 (288)	100 (22%)- (3 (28%) 69 (18%) 91 (28%)	16 (23) 3 (23) 8 (23) 9 (23)	1 (2612
c. Positive vo. negative roti- vation		366 (51%) 97 (43%) 220 (57%) 146 (45%)	219 (31%) 83 (37%) 102 (26%) 117 (36%)	112 (10%) 41 (19%) 57 (15%) 55 (17%)	(((((((((((((((((((6 (라는 (Min 하 라 (Sign)
	_		Continued				í)

		• •	1 15 C	1 + 4 × c + 4 × c 	,
, v (v, v v v v v v v v v v v v v v v v	1 4 4 		1 M 1 K 1 K 1 K 1 K 1 K 1 K 1 K 1 K 1 K		
			000	10 mmm	
			+ + + + + + + + + + + + + + + + + + +	0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	
•		~· - + ~⊶	- 40 H	C. C. C.	
	·	1 1 7 1		() () () () () () () () () () () () () (
	i va	· [~ · · ·		6 K T T S	
			(1837) (1733) (1733)	() () () () () () () () () () () () () (inued
			००८ भवर्ष ल	0 11 0 11 10 11 10 11	Cont.
			(73.73) (54.73) (74.73)	(50 4 3 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	
			1.70. L 1.70. L 1.00. L	333 107 232 157	
	-1		d . S.H.a	705al	
		0. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	0. AT 0.00 T.	Child's relation- ship with teacher a. Outgoing vs. shy	

3
=
-
<i>[]</i>
-
ļ
-
-1
•
ہے

		- · · · · · · · · · · · · · · · · · · ·		1 177 17	,		
			7				
			1	;	, 1		· · · · · · · · · · · · · · · · · · ·
b. Coup with variable and varia	-4 -5 	464 (545) 123 (447) 275 (547) 183 (577)	73 (347) 73 (347) 103 (26.1) 103 (517)			, ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	, ,
		(100 (70 (317) 70 (317) 104 (267) 107 (323)	0 (17 42) 0 (17 42) 0 (17 0) 0 (17 0)	n • 4	4, - 4,	 . न <u>ं</u> ल
Chill' Professive to last the	d Anda	553 (753) 105 (723) 308 (773) 245 (743)	143 (20%) 45 (20%) 70 (20%) 64 (19%)	14 (5.2) 10 (5.2) 10 (5.2) 17 (5.2)		4 33	
b. A't voive vs. All'raged	Potal BED H	502 (40%) 143 (62%) 286 (72%) 216 (65%)	170 (24%) 59 (26%) 32 (23%) 80 (24%)	100 (100) and (• 477	** * * * * * * * * * * * * * * * * * *
c. Attained objectives:	Total Min	467 (64%) 145 (63%) 262 (66%) 205 (62%)	193 (27%) 61 (27%) 108 (27%) 91 (27%)	1.55 (74) 1.59 (58) 2.55 (68) 8.83)	50 mm (1) (2) (3) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4		्वत्र एस्ट्रेस
Child's atti- tude toward Sat- urday School: pos- Itive vs. negative	Total HED HE	550 (75%) 162 (71%) 307 (77%) 243 (73%)	136 (19%) 47 (21%) 72 (18%) 64. (19%)	40 (5%) 17 (7%) 19 (5%) 21 (5%)		7040	いころこ
		- •	Continued				12

		अरुन	3 N E 4	
÷ 7.	17 (4	()	317 (467) 34 (357) 124 (357)	244 (357) 75 (347) 134 (357) 110 (351)
	(100) 31	[racwo]	23 (22%) 56 (30%) 101 (26%) 10 (32%)	15 (23%) 38 (17%) 101 (26%) 57 (18%)
· · · ·				
	ohil:" Wir:			teaching from or relucion

*Total represents 797 pupils evaluated.

ED represents 243 pupils identified as having a summission.

The represents 450 pupils identified as having a summission.

Herpresents 347 pupils identified as having resolal problems on handisaps.

**Numbers above columns each refer to a point on threet it tould not arithmist pre.umably continuous dimension.

د: ا

APPENDIX C-1

Initial Teacher Ratings of Pupils' Self Esteem for the Total Sample (N = 783), Pupils Identified as Emotionally Disturbed (N = 289), Pupils Identified as Mandicaps of Any Kind (N = 412), and Pupils Identified as Handicapped (N = 381)

	AND THE RESERVE OF THE PROPERTY OF THE PROPERT			A THE TAX AS			**************************************
	Item		5 Always	4 Usually	3 Sometimes	2 Seldom	l
	<pre>l. Child adapts easily to new situations, feels comfortable in new set- tings, enters easily into new activities.</pre>	Total ED NH H	35 (4%) 4 (1%) 28 (7%) 7 (2%)	422 (53%) 115 (40%) 267 (65%) 155 (41%)	210 (26%) 94 (33%) 85 (21%) 125 (33%)	99 (15 ⁷) 54 (19 ⁸) 29 (7 ⁷) 70 (18 ⁸)	27 (3%) 22 (8%) 3 (1%) 24 (6%)
191	\ (m)?		l Always	2 Usually	3 Sometimes	4 S.1dom	5 Never
	2. Child becomes upset by failure or other strong stress as evidenced by such behaviors as couting, whining, or withdrawing.	Total ED NH H	13 (28) 11 (48) 1 (<11) 12 (3%)	73 (9%) 41 (14%) 21 (5%) 52 (14%)	224 (28%) 108 (37%) 85 (21%) 139 (36%)	368 (46%) 105 (36%) 221 (54%) 147 (39%)	115 (15%) 24 (8%) 84 (20%) 31 (8%)

	Item		l Always	2 Usually	Somitimes	seldon	Nover
, w	Child seeks much support and reassurance from his peers or the teacher, as is evidenced by seeking their nearness or frequent inquiries as to whether he is doing well.	Total ED NH H	13 (2%) 10 (3%) 2 (<1%) 11 (3%)	78 (103) 43 (158) 21 (5%) 57 (15%)	248 (31%) 99 (34%) 118 (29%) 130 (34%)	398 (50%) 118 (41%) 238 (58%) 160 (42%)	56 (7%) 19 (7%) 33 (8%) 23 (6%)
•			1 Always	2 Usually	3 Sometimes	4 Seldom	5 Never
4.	Child continually seeks attention, as evidenced by such behaviors as speaking out of turn and making unnecessary	Total ED NH H	16 (2%) 11 (4%) 5 (1%) 11 (3%)	74 (9%) 40 (14%) 23 (6%) 51 (13%)	147 (19%) 56 (19%) 73 (18%) 74 (19%)	366 (46%) 116 (40%) 203 (49%) 163 (43%)	190 (24+) 66 (23°) 108 (26*) 82 (22*)
)		5 Very Strong	4 Strong	3 Međium	2 Mild	1 Weak
ι,	Extent to which child shows a sense of self-esteem, self-respect, and appreciation of his own worthiness.	Total ED NH H	31 (4%) 5 (2%) 25 (6%) 6 (2%)	270 (34%) 63 (22%) 183 (44%) 87 (23%)	346 (43%) 136 (47%) 169 (41%) 177 (46%)	112 (14%) 62 (21%) 29 (7%) 83 (22%)	34 (4%) 23 (8%) 6 (1%) 28 (7%)

-		The String of th	5. Vill Cooks n.c. oumpor and rescaledos,
	7 7 7 7 8 1 8		Total ED NE H
· ABMT*	111 (15%) 7 (11%) 7 (13%) 56 (13%) 56 (13%)		Нанн
21127	418 (557) 113 (457) 240 (545) 173 (503)	20 (100) 34 (100) 50 (100) 50 (100)	113 111 (142) (14 (142) 24 (142) 24 (142) (123)
			30m + 1/192 202 (2/3) 72 (3/3) 94 (237) 108 (313)
		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	357 (47%) 357 (47%) 77 (40%) 253 (50%) 149 (43%)
!	19 1. P. 7.		

Continued

• h

Fig. 1 and the structure of Empire's menavior (TY EMESCHOOL CHILI) of all Empire (T=7.8), a spile Union lifted as Having the action of the structure of the str

						
=== -				l Jometines	0 Blank Not Yet	k —
- - •	Thillie America. *	.::41 EL Nm E	.72 (557) .72 (557) .72 (557)	317 (40%) 130 (45%) 136 (33%) 179 (47%)	20 (3%) 1 8 (3%) 1 7 (2%) 0 13 (3%) 1	
	napo, estalo. Napo, estalo. Napolis	Total M M	14 (485) 14 (485) 171 (485)	367 (46%) 134 (46%) 181 (43%) 186 (49%)	30 (5%) 1 14 (5%) 1 13 (3%) 0 23 (6%) 1	
٥.	nlla gre. 5 the 5.11et to him- . 19	Tutal NH H	742 (931) 205 (92%) 545 (95%) 347 (91%)	50 (6%) 19 (7%) 21 (5%) 29 (8%)	5 (15) 1 3 (15) 1 1 (41%) 0 4 (17) 1	
 .	inila pays attention and insectrates well	Total EI VH	283 (35%) 73 (27%) 174 (42%) 109 (20%)	497 (62%) 139 (69%) 230 (57%) 261 (69%)	17 (2%) 1 10 (3%) 1 7 (2%) 0 10 (3%) 1	
	India follow Timple direta times withink medicating	Total Will Mil	313 (40%) 40 (31%) 184 (45%) 124 (34%)	467 (58%) 190 (66%) 2 2 0 (54%) 242 (64%)	12 (2%) 1 8 (3%) 1 3 (1%) 0 9 (2%) 1	
•	Milia beli Pili di Wando Pilieda	lital Mi	742 (93%) 266 (92%) 393 (34%) 343 (92%)	53 (7%) 20 (7%) 24 (6%) 23 (8%)	2 (41%) 1 2 (1%) 1 0 (0%) 0 2 (1%) 1	
`•	. ita akipa wita aimpi n . ewila j ka	75* al 21 76	413 (52%) 157 (47%) 235 (56%) 177 (7%)	365 (46%) 137 (47%) 179 (43%) 186 (49%)	19 (2%) 1 14 (5%) 1 3 (1%) 0 16 (4%) 1	
·	Hilland Standard With August 1997 August 1	. 41	12 (373) 13 (373) 13 (377)	175 (53%) .75 (61%) 132 (46%) naa (41%)	6 (1%) 1 5 (2%) 1 1 (21%) 0 5 (1%) 1	

			or Janaking	. medimes	0 Not Yet	
	z. i sesti na posti na i na limena na k	12741 E1 VII	1: 45 10 (365) 1 (307) 13 (365)	11 (57%) 201 (48%) 201 (56%)	31 (45) 17 (55) (25) 22 (65)	1 1 0 1
. •				617 (79%) 215 (76%) 318 (74%) 244 (75%)	148 (19%) 13 (19%) 75 (19%) 7) (50%)	1 0 1
. •	1fl 15l 11c	EL THE	1.5 (5.7) 1.5 (5.7) 1.5 (5.7)	33	12 (21) 4 (17) 5 (17) 7 (21)	1
• •	1.124 (227 215) mark 1.12amin		2.1 (3.3) 7. (3.3) 21. (2.3)	443 (56%) 156 (54%) 140 (59%) 203 (53%)	111 (14%) 53 (18%) 46 (11%) 66 (17%)	1
.·.	Note: Product to the transfer of the games we had a second to the transfer of	TED II Nii I	254 (32%) 74 (27%) 157 (36%) 27 (25%)	463 (53%) 173 (61%) 231 (55%) 232 (61%)	80 (10%) 36 (12%) 29 (7%) 51 (13°)	1 1 2 1
٠.	milia opiska in entendela if tide atrac	7.44 	7 · (311) 1-5 (321) 3-7 (334 13 · (334)	(4 (7%) 21 (7%) 03 (7%) 35 (9%	7 (17) 2 (17 1 (417 6 (28)	1 2 2 1
19.	Miliotaliona Pingle tony	Total ED Turk	477 (£01) 153 (531) 275 (601) 201 (31)	167 (335) 107 (37%) 130 (31%) 137 (36%)	53 (7%) 28 (10%) 12 (3%) 41 (11%)	1 0 1
.' •	Mila laemblile: Slacation Lam	1:5al EL MH q	555 (69%) 192 (65%) 312 (75%) 235 (621)	132 (17%) 52 (18%) 58 (14%) 74 (13%)	115 (144) 44 (155) 47 (11%) 68 (18%)	1 0
. · ·	mana, ha mana	.)*al : :	463 (138) 155 (548) 173 (658) 134 (558	267 (33%) 195 (36%) 121 (19%) 196 (33%)	67 (8%) 28 (10%) 23 (6%) 44 (12%)	1
		. %± !!	1 (43%) 13 (43%) 14 (43%)	(44%) (4-2) (4-3) (4-3) (4-4)	53 (7%) 1 (7%) 2 (9%)	1



			Medianly	i Iometimes	0 Not Yet	
	Till i tentifie t Linguatet		+01 (50%) -12 (48%) -24 (58%) 1: +2%)	221 (287) (315) 	175 (22%) 67 (23%) 79 (19%) 96 (25%)	1 1 0 1
- •	This identifies any lates of the control of the con	Titles Financial Financial		123 (15%) 45 (15%) 69 (17%) 54 (14%)	414 (52%) 167 (58%) 187 (45%) 227 (60%)	1
. •	elaphino de circhese modul	15541 UH UH	10 (175) 100 (265) 61 (165)	154 (174) 35 (124) 30 (224) 44 (124)	454 (+2%) 205 (715) 219 (53%) 275 (72%)	1 1 0 1
	in a film 1 - a - 19 ma	Total	7.7 (751) 7.7 (752) 535 (551) 545 (752)	135 (17%) 54 (19%) 54 (14%) 76 (20%)	64 (51) 27 (9%) 25 (6%) 39 (10%)	
~	Tilk tell (i. Gilm or	10591 31 111	176 (221) 51 (161) 111 (275) 64 (175)	245 (31%) 62 (26%) 138 (33%) 137 (28%)	376 (47%) 155 (54%) 167 (40%) 209 (55%)	0
٠.	tilitel. Tot lephon toter	7711 Bi William	79 (101) 19 (79) 55 (13%) 24 (63)	96 (124) 35 (124) 52 (124) 44 (124)	622 (73%) 234 (81%) 310 (74%) 312 (82%,	1 0
	Miles a unto Main 1 to 1: 1 to 2:14		596 (75%) 194 (67%) 345 (63%) 155 (65%)	123 (15%) 62 (21%) 40 (10%) 31 (21%)	78 (10%) 32 (11%) 27 (6%) 51 (13%)	1 0
. •	<pre>1 11 to me to unitare 2.</pre>	7 591 El Yo	(9.1) (321) (441) 17 (191)	24. (315) 34 (335) 118 (235) 123 (425)	265 (39%) 102 (35%) 115 (26%) 150 (39%)	1
		1 tal 5. 171	47 (548) 117 (154) 117 (154) 117 (154)	308 (34\$) 140 (31\$) 121 (14\$) 1 7 (44\$)	(1 (2%) 13 (4%) 2 (7%) 32 (5%)	1)
		i a. Ti Va		1 (431) 1 (431)	11 ~ (21%) 64 (22) 72 (19%) 23 (147)	1 0



	<i>t</i>			1		1 ,
	i		·	المستف المشكر الأسا		
٠.	i i s ∲riir () — irid —			(-, *, · · · · · · · · · · · · · · · · · ·		1 -
		· · · · · · · · · · · · · · · · · · ·			(17) 2 (17) 1 (417) (17)	
. •	· · · · · · · · · · · · · · · · · · ·			7	217) 2 (24) 2 (217)	
				(2) (217) 131 (217) 131 (217)	1 (37)	1
	1.1 + 1 1.111 11 1.11.				11 (117) 13 (157) 51 (137)	1
٠.			25 / 627 144 - 367 257 / 257	13. (4.7) 13. (4.7) 13. (4.7) 187 (4.7)	20 (207) 20 (177) 24 (247)] - 1
	Main Profession	. 5 ±2 .i.	12 (535) 133 (455) 171 (475)	1 1 (311)	1:2 (177) -1 (217) -1 (227)	1
			<u>iter</u>	1 120 14. 4 Mille	All Comments	Fland
		75ta. : 73	(12.1) (7.72) (7.77)		341 (431) 39 (341) 101 (471) 141 (321)	



				i once in conflic		21.un
-			- <u></u>	141 (157) (148) (148) (148) (148)	· .; ('11) 21 (741) -5 (553) 291 (771)	
				147 (427) 147 (427) 147 (498)	270 (34°) 7. (21°) 17. (42°) 7. (25°)	2
•				1. (.14 (541) 40 (521) 285 (871) 246 (305)	2
•				7- (55%) 103 (46%) 10 (20%) 15: (41%)	196 (7.23) 133 (469) 194 (719) 101 (53%)	2 2 0 2
	vica victoria de vica vica victoria de victoria de victoria de victoria de victoria de vica vica victoria de vica vica vica victoria de vica vica victoria de victoria de victoria de vica vica victoria de victor		15 (55 15 (55 17 (15) 17 (48)	RES (28%) 110 (38%) - RS (22%) 132 (35%)	551 (69%) 162 (56%) 320 (77%) 231 (61%)	2 2 2
- .	nullaro trono. In one e - cu gino	7 27 28 28 21	105 (18%) 166 (2.%) 38 (19%) 67 (18%	73 (95) 25 (105) 24 (85) 31 (105)	(18 (777) 203 (714) 345 (834) 273 (724)	2 2 0 2
··.	Mila Lamback 1 Lith Cherauticity		71 (95) 40 (147) 20 (95) 10 (137)	154 (324) 106 (374) 171 (20%) 144 (40%)	177 (594) 141 (498) 276 (668) 136 (524)	2 0
· .		·:.	: '41" : (1" : (1" : (1"	- (57) (145) (147) (127)		2
	Tills har the wife in a day and a feet	. 14. 		200 (31% 119 (41%) 115 (01%) 147 (37%	53. (67%) 161 (56%) 102 (72%) 11 (61%)	1
•	Alland Patrice		-	* * * * * * * * * * * * * * * * * * * *		,
			· . · . ·	· · · · · · · · · · · · · · · · · · ·	.,i (.'47)	



		A. E.A.	27	1.)		4.5
			.::55:	l Once in E While	')	23 Blank
· · ·		. 5.1 	(77) (37) 17 (33) +0 (117)	Fi. (4*) 262 (71*) 254 (615) 258 (63%)	232 (29%) 49 (17%) 151 (36%) 31 (21%)	9·
٠.	inilia nai ortatuk Liolografia		15 (27) 5 (37) 6 (17) 17 (37)	354 (44%) 160 (56%) 165 (40%) 169 (50%)	427 (54%) 119 (41%) 247 (59%) 180 (47%)	2
•	111 (120 120 40) 11	Total ST TH	(4.17) 1. (417) 1. (417)	33 (57) 22 (31) 21 (23) 22 (76)	756 (95%) 264 (92%) 404 (97%) 350 (92%)))
•	t libra i transi Mitoriani Kravina tuloj	Tytkl NH		317 (1.17) 11: (1.77) 12: (1.77) 12: (1.77)	4.6 (5.7) 117 (413) 2.0 (703) 175 (477)) J
•	ilia (ga th uple) With Patting		24 (77) (23) (23) (127)	152 (191) (9 (241) 70 (171) 32 (221)	991 (74%) 181 (13%) 339 (81%) 252 (66%)) 1))
٠.	5p (1 	10.42	30 (57) 20 (58) 44 (127)	20. (147) -55 (3)77 -95 (23%) 111 (29%)	527 (66% 173 (+0% 302 (72% 225 (59%) 1) 0
٠.	Miles en leve Leining og Verk	10tal 2. NH W	896 (878) 152 (878) 369 (888) 387 (868)	9. (123) 35 (12%) 45 (11%) 51 (13%)	0 (0* 3 (1*) 1) 1) 0
		; 11 :::::::::::::::::::::::::::::::::::	(357) (357) (357) (357)	114 (14%) (16%) (16%) (12%) (17%)		, 2) 0
				- 「f f / 1 / 2 年度)) 1) 1))
				11. (4. (7)	74 (127) ?

Land Company

24

		. •		1 2.2 In <u>c #4140</u>		l l mk
		Tari	131 (40°) 131 (40°) 101 (40°)	1.1 (44%) 145 (45%)	/5 (10%) 3 (10%) 47 (-0%) 41 (11%)	()
. •	71: . » 2 »	- · · · · · · · · · · · · · · · · · · ·	17 (441) 17 (441) 17 (431) 17 (431)	9 (457) 123 (433) 23 (443) 105 (443)	90 (11%) 35 (13%) 39 (9%) 32 (14%)	2 ?
٠	111 . 11 11.7 . 1		7 (7 1) 3 (7 7) 7 (743)	133 (231) 60 (247) 57 (217) 96 (25%)	(1°) 3 (1°) 2 (41°) 4 (1°)	2 2 0 2
	1.111 (A) .1 15 1 56. 2 1	Total	314 (411) 111 (391) 170 (437) 144 (337)	423 (53%) 157 (55%) 217 (52%) C (54%)	47 (6%) 12 (7%) 22 (5%) 27 (7%)	2 0 2
٠.	Ont. Pass teen to the trans	Total SI Vii H		135 (19%) 68 (31°) 122 (29%) 113 (31°)	268 (34%) 39 (34%) 131 (31%) 137 (36%)	5 5 5 5
· /3.	this followants trib subside the puramity	Tital ID VII II	(513) 104 (57%) 270 (65%) 215 (57%)	286 (35%) 103 (35%) 142 (34%) 144 (38%)	25 (3%) 15 (5%) 5 (1%) 20 (5%)	2 0 2
→.	inita attonac or lai att haed Nur- sery Joh Di, loud tart, can- t, John Di	Total EI No.	110 (33%) 1-, (44%)	132 (17%) 50 (17%) 64 (15%) 68 (18%)	345 (43%) 127 (44%) 159 (41%) 176 (46%)	5
	1.1.2 William Comment	571 FI Vii		305 (38%) 116 (40%) 148 (35%) 1 7 (41%)	52 (8%) 31 (119) 1 · (5°) 43 (119)	2 0

The state of the s



AMMERITY

intial and Final Teacher Satings of Labort, 7 , with unit in Earurlay Conool ($\Sigma = 70$)

2		Kating	• y • \$_1 \			
٠		, <u>Y</u>				
1	Initial 'nal	u22 (93%) 623 (93%)	45 (7	(3 F)		
		*	17	~		r =1
7. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4.	Initial Final	377 (56%) 454 (68%)	118 (18%) 133 (20%)	125 (1:1)	41 (67) 12 (27)	0 (1%) 0 (1%)
3. Toed appropri- to vr. Tappri- priate Tranfri fermitaes	Inicial Final	223 (33*) 375 (56%)	261 (39%) 206 (31%)	165 (25%) 81 (10%)	00 (00 mm)	2 (८ 1%) 2 (०%)
4. Tae a positive vs. nemative reinforcement	Initial Final	245 (37%) 395 (59%)	244 (36%) 183 (27%)	151 (22%) 78 (124)	26 (4%) 14 (2%)	(£C) 0 (£C) 0
5. Absorptionel vs. lid not accomplish the tack acsigned	Initial Final	330 (49%) 473 (71%)	208 (31%)	115 (177)	17 (3%) 5 (1%)	(0%) 0 (0%)

*Numbers above columns each refer to a point on a five-point scale measuring a presumably contin ous dimension.



Continued

object of the anitory descends of the transfer of the control of t

		*	-+-			1
Tr. Dag. Populate	Initia: Final Hore Mair	1 (4) 14 (553) 14 (553)			1 (44) 0 1 (01) 0 (01)	
of out then to makabe needs	Initial Final Home Vist	11 (447) 15 (607)	15 (647) 11 (447) 9 (357)	3 (15.3) 3 (16.3) 1 (14.3)	1 (47) 0 (07) 0 (07)	186 000 100
3. Used positive vs. ne. Live motivation	Initial Final Home Visit	22 (883) 22 (483)	16 (64%) 12 (48%) 2 (8%)		1000 2000 2000	
4. Jael Folltive V3. regative reinforvenent	Initial Final Home Visit	2 (3%) 22 (43%) 23 (92%)	15 (655) 12 (487) 2 (*83)	((x) (1) (1) (1) (1) (1) (1) (1) (1) (1) (1	1 (4") 0 (0%) 0 (0%)	((() () () () () () () () ()
5. Accompliated 100% VI. 0	Initial Frau Home Visit	0 (000) (248)	11 (44%) 21 (84%) 17 (5%)	13 (727) 4 (163) 2 (93)	(()) ()()()()()()()()()()()()()()()()()	0 (04)
é. Evizent vs. not evident respect for parent competencies		1 (4%) 9 (35%) 19 (75%)	17 (68%) 14 (56%) 4 (16%)	6 (24%) 2 (24%) 2 (38%) 2 (38%)	1 (4%) 0 (0%) (0%)	000000000000000000000000000000000000000
7. Positive vi. negative relationship with parents	Initial Final Home Visit	2 (8%) 15 (60%) 21 (84%)	15 (60%) 3 (32%) 3 (12%)	((((((((((((((((((((%0) (%0) 0 (0%)	(
•	_					

ALCONORN FILM MATERIAL

9)		*	~*		~ 4
3. Iffectivelr vo. ineffectivelr senon- strated appropriate teacain; tecaniques	10	2 (11 (44) 11 144 1 1 1 1 1 1 1	7 7 C	000
j. Effectivel; vo. ineffectively ae.on- strated positive mo- tivation and rein- forcement techniques to parents	Initial Final Home Tistt	12 (48.) 22 (88.1)	12 (483) 2 (83)		

*Numbers above columns each refer to a point of a five-point cale measuring a presumably continuous dimension.

01

•	TO STOCK OF THE PERSON OF THE	9 8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9
· .		
	10000 PE	2 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
	11 (143) 12 (143) 3 (143) 4 (233) 5 (313) 73 (133)	4 (8%) 12 (15%) 10 (16%) 6 (11%) 5 (10%) 5 (31%) 59 (15%)
	4. (*5.%) 4. (72.%) 4. (72.%) 4. (72.%) 31 (61.%) 13 (61.%) 13 (61.%) 13 (59.%) 300 (75%)	44 46 60 60 773 71 883 883 96 783 96 783 96 783 96 783 96 783 96 783 96 783 96 783 96 783 96 783 96 96 96 96 96 96 96 96 96 96
	н т т т т т т т т т т т т т т т т т т т	Total
		2
		6 13 °7

Continued

		TO THE TOTAL STATE OF THE PARTY
: 1		
		20 (400) 20 (40
-	, ; 	

1911-11-11

	1	- 4		00000000000000000000000000000000000000	wood rk Twain alls Ferry
,			50000000000000000000000000000000000000	99999999999999999999999999999999999999	and Robinwoad and Mari
					5 = Ducheane 6 = Parker E 7 = Commons 8 = Weighton
		_P	10 (10) 10		Team Team Team Team
1			(44 (913) 71 (913) 54 (963) 367 (983) 367 (983) 367 (983)	Valley sand Centra Griffith
	1		e the enter of		and Culton, Prove
·					Tear 1 = Demnuda Tram 2 = Lee Hamf Tear 3 = Walnut 7

ali 222 14 1

which is a linear with noist Parton Pinghostic Germening Test Battery with Pinghost Parton Eupili identified as Learning fivation (N=1d)

 	rential,	mers to by	Jiever. Pre-Furti		Goodenough Harris Pre Post
				57-56 57-60 61-62 63-68 67-72 73-76 71-72 75-78 79-80 81-88 87-80 83-86 87-98 91-98 91-102 103-104 105-106 107-108 107-108 111-118 111-118 111-118 111-118 111-118	1 2 1 3 1 1 2 2 3 3 1 2 2 1 2 1 1



		-	· · · · · · · · · · · · · · · · · · ·		14	5	
		, **		Fair		Good	
*		- ,	· (27)	-32 (337)	(17 (131)	85 (21%)	1 6
	•	- ")	(2)71	13 (32%)	115 (335) 342 (435)	34 (9%) 119 (15%)	1 7

	1	2	3		5
			Fair		Jobl
	;	.~ .~)	. (417)	103 (35%)	31 (11%)
••			~~ (?)%)		
	•	·7 (12%)	123 (32%)	144 (35%)	42 (11%)
ī tai	11 1 37	13 (78)	207 (25%)	345 (44%)	153 (13%)

		र	3	- 4	5
			Fair		Good
	; = / . ; `	31 (117)	106 (37%)	35 (33%	
	. 41.	13)	.2 (22%)	212 (52%	
	/ → // //	48 (11%)	135 (36%) 230 (29%)	132 (35 % 344 (4 3%	
	1 /"	, , , , , , , , , , , , , , , , , , ,	2 1 / (2 1 N)		, 1,,
· .	<u>.</u>	ral Immatu			
		tat Immeti	3		
	1 / 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	rai Immess			Tone
			3 36 k		Time.
٠.			3	175 0437	Tone) 41 (16%)



AFFINITY Hall Continued

•	ر ما الماريخ - الماريخ		ras Edeenti	ricity			Blank Rating)
		Wang		Few Few	4	ne ne	
	11 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	13 (+1) 1 (51) 1 (41)	33 (11%) 5 (1%) 42 (11%) 40 (11%)	80 (28%) 52 (13%) 101 (27%) 453 (10%)	95 (33%) 180 (44%) 138 (36%) 315 (40%)	68 (24%, 173 (42%) 86 (23%) 250 (33%)	0 6 0 6
٠.	. na	o <u>e in Kari</u> In C	<u>le Structu</u> É	ne 3		r None	
	in Hi A Intal			53 (155) 57 (176) 53 (176) 10 (137)	72 (25%) 87 (25%) 98 (26%) 181 (25%)	143 (52%) * 276 (67%) 198 (52%) 474 (55%)	0 6 1 7
r= 1 *	: î	-giori Far	173 F. 1951 2	undnips 3 Minor	4	5 None	
	5 VH 1 141	· (17)	1 (77) (13) (43) 28 (43)	(174) 14 (35) 57 (15%) 71 (9%)	(9 (247) 71 (17%) 72 (24%) 163 (21%)	149 (52%) 318 (78%) 206 (54%) 524 (66%)	0 5 0 6

Jose Asja trant Coord

	us. Medium	High Medius	High	
· · · · · · · · · · · · · · · · · · ·	 1 (7%) 5 (1%) 5 (7%) 3 (4%)	57 (20%) 9 (2%) 70 (18%) 70 (1%)	196 (63% 396 (96%) 270 (71%) 666 (94%)	2 5 1 7

maps out. The tiples evaluated in the continuous tional disturbances to the continuous and conti radions.



. -

Little of the Matthew of ruple 'Adjustment for All Pupils (N=797), [12] He literalified at making Emotional irol ems (N=243), [12] Little Literalified at Handidge (N=450), [13] Little Lipids Literalified at Having Operial grablems is Mandidaps (N=347)

	n wip with	Beert			(No	ank rtg.
			Fair	4	5 Good	
* *		32 (37)	(29%) (13%) (29%) (20%) (20%)	19 (29%) 140 (34%) 95 (28%) 136 (31%)	66 (27%) 195 (47%) 102 (30%) 297 (39%)	1 38 2 40
. <u>. 1901.</u>	<u></u>	Mar er 12	null Teacher			
			727	_ '' -	5 300d	
. 5.1		28 (29) 20 (38) 28 (17) 60 (75)	77 (187) 77 (187) 92 (278) 165 (228)	83 (34%) 133 (32%) 116 (34%) 249 (33%)	61 (25%) 191 (46%) 46 (28%) 287 (38%)	1 38 2 40
· · · · · · · · · · · · · · · · · · ·	<u></u>	nivilal Ac	nivities			
			Fair		5 Gooi	
 	1 (1)	2 (.3) . (12) . (22)	- 1 (24%) 46 (11%) - 50 (23%) 126 (17%)	75 (31%) 143 (35%) 113 (33%) 250 (34%)	99 (41%) 218 (53%) 138 (40%) 3:6 (47%)	1 38 2 40
	**					-
	- <u>.</u> 7 .y.,;		FOW	4	Vone	-
• • • • • • • • • • • • • • • • • • • •	4	1. (27.	47 (114) 48 (25%) 135 (18%)	163 (37%) 163 (40%) 130 (39%) 293 (30%)	74 (31%) 190 (46%) 102 (30%) 292 (39%)	1 38 2 40
•	:	ar intra	15; _	,.	<u>۾</u> -	
	- <u>- i</u>	al veetatal 	r o w	- 4 	5 None	-
**			· (5.2) · (1.7)	4つ(37月) ・・1つパ) 1つ(37月) 234(38月)	(29%) (44%) (30%) (45 (38%)	1 38 2 40.





Blank'

AFFENDIX H-2 Continued

		in Parity	: Structure			(N	o rtg
•	<u></u>	1		3	4	5	
		In		Minor		None	
	n. H. Potal	7 (31)	12 (55) 12 (3%) 16 (51) 28 (41)	35 (144) 31 (8%) 40 (13%) 77 (10%)	59 (24%) 96 (23%) 92 (27%) 188 (25%)	129 (53%) 272 (66%) 183 (53%) 455 (60%)	1 38 2 40
·, .	i at house	ival Faril	ly Polations	.ips			
		1	2	<u></u>	4	5	
		Br		Minor		None	
	00 10. H 7.5al	4 (11) 1 17) 10 (1%)	12 (5%) 13 (3°) 14 (4%) 27 (4%	37 (15%) 27 (7%) 55 (16%) 82 (11%)	66 (27%) 67 (16%) 39 (26%) 156 (21%)	123 (51%) 300 (73%) 182 (53%) 482 (64%)	1 38 2 40

 <u> </u>	low We di am	High <u>Hedium</u>	High	_
- (21) 3 (11) 7 (21) 10 (11)	3 (1%) 5 (1%) 5 (1%) 10 (1%)	37 (15%) 17 (4%) 45 (13%) 62 (3%)	198 (82%) 387 (94%) 288 (93%) 675 (89%)	3

^{*} Total represents 797 pupils evaluated

Descriptions 243 pupils identified as having emotional electron ances

The represents 450 pupils identified as having no handicap are represents 347 pupils identified as having special encollers or handicaps



Frequency listributions of Further Screening Test Bittery and Follow Up Administered to Pupils Identified as Mentally Retarded (N=8)

Joores in	Stanfo	rd-Binet		d Social urity
Montag	Pre	Post	Fre	Post
332	1			
33-34				
30-4				
51 - 5₹				
j~0	-			
42-42	2		2	
49 3 - 14 14				
45-46	2			1
7 <u>-</u> 5		1	1	
49-70				
51-50		2	1	
53-64		1	1	
55 - 61		3		
5.7 - 1.5			1	2
, 3-1. T		1		1
· 14· 5			1	
15-14				1
, 7 _,				1
·				1



API. NICA . -1

ing and Collected on Pupils Entering Kinders after cupit fing and Collected on Pupils Entering Kinders after places Within the District in the Fall of 1970 (M = 1505) on the Screening Test of Academic Readiness Subtests

			Sut	stests				
ņa.	ž		77.7 77.7	IJ	V	VI	VII	VIII
· · · · · · · · ·		3	1	2	∠ Ì	1	۷1	1
•	۷ ً	1)	4	11	∠ ì	2	1	4
-	٠.	7	10	18	2	2	2	9
;	1	25	23	35	6	3	5	15
••	₹	32	32	7 5	14	5	19	22
-	4	47	45		31	10	18	29
	* 	., 7	ŝΊ		56	18	33	35
7	<u> </u>	63			72	24	58	41
ij	٠.	43			3 2	31	86	49
,	· :	- ·			36	43		59
	, ,	23				57		67
	73					64		75
* *-	· •					71		82
	•					54		89
						33		33
						44		37
				•		99		



·>

Percentile Rank Norms Developed for Entering Kindergarten Pupils Using Data Collected on Pupils Entering Kindergarten Classes Within the District in the Fall of 1970 $(\underline{N} = 1505) \text{ on th} \epsilon \text{ Screening Test of Academic Readiness Subtests}$

Raw Score	Percentile Rank	Percentile Rark Range*	Raw Score	Percentile Rank	Percentil Rank Rang
10 or less	<1		49	37	28-48
11-16	<1	<1-1	50	39	30-51
17-18	1	<1-2	51	42	31-54
19-20	i	1-2	52	45	34-57
21-22	2	1-3	53	48	37-60
23-24	2	1-4	54	51	39-63
25	3	2-5	55	54	42-66
2 6	3	2-6	5 6	57	45-70
2 7	4	2-7	5 7	60	48-73
28	4	2-8	58	63	51-75
2 9	5	3-9	59	66	54-78
30	6	3-10	60	70	57-81
31	7	4-11	61	77	60-84
32	8	4-12	62	75	63-87
33	9	5-15		78	66-89
34	10	6-16	64	81	70-91
35	11	7-17	6 5	84	73-93
36	12	8-18	66	87	75-95
3 7	15	9-20	67	89	78-97
3 / 3 8	15 15	10-22	68	91	81-97
	17	11-24	69	93	84-98
39 4 0	18	12-26	70	95	87-99
40 41	20	15-28	70 71	97	89-99
41 42	22	15-26	72	97	91-99+
			72 73	98	93-99+
43	2 4 26	17-31 18-34	73	99	95-99+
44		20-37	75-76	99	97-99+
4 5	2 8 30	22-39	73-70	99+	98-99+
46		24-42	78-79	99+	98-99+
47	31	26-45	80-81	99+	99+
48	34	20-45	90-91	23T)
		<u> </u>	·		

^{*}Percentile rank ranges were calculated using the Standard Error of Measurement ($SE_m=4.08$) from the results of this sample ($KR_{2.1}=.90$).



APPENDIX J-3

Summary of Results Obtained on the Screening Test of Academic Readiness Given to Kindergarten Pupils in 1970 (N = 1505) and 1971 (N = 1212)

Test	Sample	Mean	Median	Standard Deviation	F	p
I	1970 1971	9.45 9.41	9.54 9.57	. 2.31 2.26	< 1	n.s.
iΙ	1970 1971	5.44 5.48	6.05 5.59	2.96 2.84	~1	n.s.
111	1970 1971	4.51 4.46	5.07 5.03	1.64 1.66	1	n.s.
IA	1970 1971	3.08 2.97	3.47 3.46	1.20 1.31	5.60	.025
V	1970 1971	5.90 5.82	5.80 5.75	1.82 1.80	<1	n.s.
VI	1970 1971	9.45 9.38	9.52 9.53	3.38 3.30	<1	n.s.
VII	1970 1971	6.37 6.35	6.74 6.68	1.61 1.59	<1	n.s.
VIII	1970 1971	7.84 7.78	8.11 8.01	4.04 4.09	<1	n.s.
Total	1970 1971	52.15 51.62	53.67 53.03	12.76 13.01	1.14	n.s.



APPENDIX K

Results of Analyses of Variance and Duncan's Multiple Range
Tests with Extension for Unequal Replications for
Entering Kindergarten Pupils (1971) on the
Screening Test of Academic Readiness
and "Introducing My Child"

Variable	То	tal Sample	e	8	Schoolsl	
	F	Group4	X and Duncan's ⁵ Results	F	Group	X and Duncan's Results
TAR I Picture		PCEE4	9.69		PCEE	9.68
Vocabulary		P-S	9.72 d		P-S	8.98
vocaz alar 1	5.20 < .01		9.27	2.50 ns	Control	9.21
11 Letters	1 3.20	PCEE .	5.20		PCEE	5.21
,II Decels	1	P-S	6.49 c,d		P-6	5.37
	23.54<.005		5.18	2.40 ns	Control	4.68
III Ficture	23.341.003	PCEE	4.35	2.40	PCEE	4.34
Completion	:	P-S	4.73 c,d		P-S	4.44
Completion	5.02 <.01		4.38	<1 ns	Control	4.31
IV Copying	, 5.02 5.01	PCEE	3.04	1.5	PCEE	3.03
TA CODATING	1	PCEE P-S	3.23 d		P-S	3.02
_	; . 7.97<.005		2.87	2.40 ns	Control	2.75
V Picture	7.970.003	PCEE	6.02	2.40 113	PCEE	6.02
Description		P-S	6.04 d		P-S	5.84
Description	4.20<.025		5.72	<1 ns	Control	5.76
UT Human Daguro	4.200.025	PCEE	8.83	1 113	PCEE	8.86
VI Human Figure	;	P-S	10.11 c,d		P-S	9.79
Drawing	9.63<.005		9.22	1.82 ns	Control	8.85
urt Dolationships	4	PCEE	6.66	1.02 115	PCEE	6.66
VII Relationships		P-S	6.68 a,d		P-S	6.19 b
	12.51<.005		6.19	7.50 < .005	Control	6.00
VIII Numbers		PCEE	7.80	7.30 \.003	PCEE	7.83
VIII Numbers	1	P-S	8.91 c,d		P-S	7.83 7.98 b
	14.33<.005		7.40	3.36 < .05	Control	6.90
	14.33<.005	PCEE	51.09	3.36 \.03	PCEE	51.11
TOTAL		PCEE P-S			P-S	51.61
	19.90<.005		55.87 c,d 50.28	2.39 ns	Control	48.49
outs on/takes off	19.900.005	PCEE	1.80	2.35	PCEE -	1.80
	•	P-S	1.84		P-S	1.77
loves	. 2.96 ns	Control	1.77	1.23 ns	Control	1.72
outs on/takes off	, 2.90 Hs	DCEE .	1.95	1.23	PCEE	1.95
	r	P-S	1.95 d		P-S	2.00 b,
coat	3.16 < .05		1.90	5.07 < .01	Control	1.87
outs on/takes off	, 3.10 \ .03	PCEE	1.56	3.07	PCEE	1.56
		P-S	1.58		P-S	1.53
oots	:1 ns	Control	1.54	l ns	Control	1.49
astens zippers	.1 113	PCEE	1.74	1	PCEE	1.76
Tarella Tibbera	i i	P-S	1.79		P-S	1.77
	1 1 56 nc	Control	1.73	<1 ns	Control	1.71
	1.56 ns		1.79	113	PCEE	1.79
Fastens buttons	1	PCEE P-S	1.75		P-S	1.82
	1			1 22 55	Control	
ĬC	1.48 ns	Control	1.78	1.33 ns	CONCIOI	1.73

APPENDIX K (continued)

Variable		6 Schools	2		4 Schools	3
	F	Group	X and Duncan's Results	F	Group	X and Duncan's Results
TAR I Picture	}	PCEE	9.68		PCEE	9.65
Vocabulary	•	P-S	8.52 a,b		P-S	8.92 b
vocas drary	5.05·. 01	Control	a.96	4.36 <.025	Control	8.81
II Letters		PCEE	5.21		PCEE	5.24
11 2000010		P-S	4.71 b		P-S	4.08 b
	3.27<.05	Control	4.40	5.95 <.005	Control	4.07
III Picture		PCEE	4.34		PCEE	4.34
Completion		P-S	4.19		P-S	4.08 b
Comprove	<1 ns	Control	4.16	3.17 <.05	Control	3. 7 6
IV Copying		PCEE	3.03		PCEE	3.02
11 0061 2.13		P-S	2.71 b		P-S	2.38 b
	6.17<.005	Control	2.48	4.99 <.01	Control	2.50
V Picture	,0.17 1.303	PCEE	6.02		PCEE	6.02
Description		P-S	5.84		P-S	6.00 b
D 0502 1p 010	1.59_ns	Control	5.66	3.49 < .05	Control	5.43
VI Human Figure	1.52-43	PCEE	8.86		PCEE	8.90
Drawing		P-S	9.71 a,b		P-S	10.15 d
_ bluning	4.29<.025	Control	8.09	5.12 <.01	Control	7.64
VII Relationships		PCEE	6.66		PCEE	6.65
VII Relationships	⁷ :	P-S	5.74 a,b		P-S	5.92 b
	9.98< 005	Control	5.89	10.04 <.005	Control	5 .7 6
VIII Numbers	3.30 003	PCEE	7.83		PCEE	7.79
V111		I -S	7.10 b		P-S	8.31 b,
-	7.974.005	Control	6.06	10.91 <.005	Control	5.62
TOTAL	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	PCLE	51.11		PCEE	50.9 7
. ,		P-5	48.68 b		P-S	50.15 b
	6.12<.005	Control	45.73	9,26 <.005	Control	43.63
uts on/takes off	,	PCEE	1.80	-	PCEE	1.32
loves		P-S	1.74		P-S	1.85
20,00	2.25 ns	Control	1.67	3.03 ns	Control	1,67
uts on/takes off		PCEE	1.95		PCEE	1.95
oat		P-S	2.00 b,d	-	P-S	2.00 b
•	4.95<.01	Control	1.85	5.11 <.01	Control	1.81
uts on/takes off	,	PCEE	1.56		PCEE	1.57
oots	1	P-S	1.42		P-S	1.69
	1.0. ns	Control	1.47	1.89 ns	Control	1.43
astens zippers		PCEE	1.76		PCEE	1.78
* * * * * * * * * * * * * * * * * * *	•	P-S	1.74		P-S	1.69
	, l ns	Control	1.73	<1 ns	Control	1.74
astens buttons	, -	PCEE	1.79		PCEE	1.80
•	!	P-S	1.77		P-S	1.85
	(1.33 ns	Control	1.70	1.12 ns	Control	1.72
_	1			İ		



APPENDIX K (continued)

Var CM 10			Bermuda				Central	
				X and Duncan's Results	F	,	Group	7 ar Duncan' Results
IAF I Ficture			PCLE	9.58	<u> </u>		PCLE	9.79
			P-S	10,00			P-S	8.37
Vesabulary	<1	ns	Con	8.87	1.88	ns	Control	8.78
ii Letters			I	6.42			PCEE	3.66
i beccera			P-5	4.25 b			P-S	4.67
	4.07	<.025	Control	3.80	2.26	ns	Control	2.72
III pastre		•	PC 1	4.35	1		PCEE	4.42
completion			P-S	5.00			P-S	4.00
Co. Precroit	- 1	ns	Control	3.87	<1	ns	Control	3.78
IV copying			PCEE	3.23			PCEE	3.00
T. Cobyring			P-S	2.25 b			P-S	1.67
	4.95	<.025	Control	1.80	2.85	ns	Control	2.17
V Picture			PCEE	5.85			PCFL	6.34
Descriptio	n		P-S	6.75			P-S	6.33
DESCRIPCTO	k1	ns	Control	6.07	<1	ns	Contro	5.67
👝 - VI Human Figu	re		PCEE	9.42			PCEE	8.13
Drawing	}		P-S	11.75			P-S	5.33
<i>branzin</i> j	2.17	ns	Control	7. 80	1.20	ns	Cor rol	7.06
"I Felations			PCEE	6.50	1		PCEE	7.00
	Ì		F-S	6.75			P - S	4.33 a
	k1	ns	Control	6.33	8.11	<.005	Control	5.78
Vill humbers	į		PCEE	8.81			PCEE	8.05
	3		P-S	0.25			P-S	8.67
	2.39	ns	control	5.93	<1	ns	Control	6.44
, AI	•		PCEE	54.12			PCEE	50.39
	1		P-S	55.00			P-S	43.33
	2.33	ns	Control	44.47	2.63	ns	Control	42.39
ate on taxes off	1		PCEE	1.69			PCEE	1.82
1006 5			P-S	2.00			P-S	2.00
	1	ns	Control	1.73	<1	ns	Control	1.78
uta in/takes off			PCEE	1.93	#		PCEE	1.92 2.00
cat	-		P-S	2.00			P-S	1.83
	k 1	ns	Control	1.80	<1	ns	Control	1.58
it. m. takes off	1		PCFE	1.58			PCEE P-S	1.33
CZ,	1		P-S	2.00		200	Control	1.50
	p. %1	ns	Control	1.33	< 1	ns	PCEE	1.76
inton Pattern	l		PCEE	1.85			PCEE P-S	1,33
	ĺ		P-S	1.75	1.42	ns	Control	1.78
	1	ns	Control	1.67 1.81	1.42	113	PCEE	1.79
A transfer to Ite			PCLE	2.00			P-S	2.00
			P-S	1.60	1	nc	Control	1.67
	1.47	ns	ntrol	1.00	<1	ns	CONCLOI	1.0.



APPENDIX K (continued)

Varia le	C	ool Valley		W	alnut Grove	e
	F.	Group	· X and Duncan's Results	F	Group	X and Duncan's Results
					PCLE	9.82
MAR I Picture		PCLE	9.36		P-5	8.50 ఏ
Vocabulary		P-3		2.24 05	gentrol	8.59
	ns	Control	8.99	3.34 <.05		6.00
[I Letters		I CEE	5.37		PCEE	3.67 b
50000		F-S			P-5	3.72
	<1 ns	Control	4.98	6.69 <.005	(ontrol	4.42
III Fisture		PCEŁ	4.13		PCEE	
. Completion		P-S			P-S	3.50
Completion	1.61 ns	Control	3.52	1.14 ns	Control	4.00
		PCEE	2.83	1	PCEE	3.06
IV Copying		P-S		1	P-S	2.83
	1 ns	Control	2.67	<1 ns	Control	2.72
	1 115	PCEE	5.87	1	PCEU	5.91
V Picture	í	P-S	3.0.		P-S	5.33
Description	2.50.22	Control	5.26	<1 ns	Control	5.28
	2.59 ns		8.03	, -	PCEE	9.79
71 Human Figure		PCEE	0.03	1	P-S	11.50
Drawing		P-S	6.96	2.09 ns	Control	8.67
	2.17 ns	Control		2.09 no	PCEE	6.64
VII Relationships	Į	PCEE	6.33	1	P-S	6.17
	Į.	P-S	r. 40	2.12 ns	Control	5.87
	4.42<.05	Control	5.49	2.12 ns	PCEE	8.06
Vill Numbers		PCEE	6.27	1	P-S	8.17 b
	ļ	P-S			Control	5.08
	kl ng	Control	5.65	7.08 <.005	PCEE	51.52
r /TAL	1	PCEE	13.37	!		50.33
1 / 1113	1	P-5		1	P-S	44.03
	2.36 ns	Control	43.50	1 2.65 ns	Control	1.91
were or trakes off	1	₽ CE E	1.83	T.	PCEE	1.07 b
outs on/takes off	į	I-S		1	F-S	
Jlove »	12.37 ns	Control	1.67	3.43 .05	Corcrol	2.00
on/takes off	1	PCEE	1.97		PCEE	2.00 2.00 b
	į	I -S			P-S	1.74
oot.	2.01 ns	Control	1.87	3.58 <.05	Control	1.74
Puts on takes off	1	PCEE	1.57		PCEE	
	1	P-S			P-S	1.67
boot.	kl ns	(ntrol	1.52	1.58 ns	Control	1.31
		F EE	1.60	i	PCEE	1.91
Fistens zippers	{	P-S			P-S	1.83
	2.35 ns	Control	1.78	2.01 ns	Control	1.69
	12.33 118	FCEE	1.70	•	PCEE	1.91
Fastens buttons	1	P-S		1	P-S	1.67
			1.70	1.34 ns	Control	1.82
	rl ns	Control		1		



Varianle	То	tal Sample				8 Schools	
	F	Group	X and Duncan's Results		F	Group	X and Duncan's Results
		PCLE	1.62			PCTE	1.62
Follows simple direc-	{	P-S	1.70 d			r-s	1.61
tions without remind-	6.57005		1.57	<1	ns	control	1.58
Ing	16.57	PCLE	1.92	_		PCEE	1.92
Tells what he wants		P-S	1.95			P-S	1.95
or needs	1.2) ns	Control	1.92	<1	ns	Control	1.90
	· l	PCEE	1.59	-		PCEE	1.60
Takes turns with other	į.	r-S	1.68 c			P-3	1.61
SHILTIF II	3.02 1.05	Control	1.60	<1	r _i S	Control	1.60
	3.02 .03	FCEE	1.53	-		PCEE	1.53
Takes good care of	1	P-S	1.55	i		P-S	1.40
tnings ne uses	, me	Control	1.52	1.86	ns	Control	1.56
	l ns	PCEE	1.50	1.00		PCEE	1.50
Remembers rules of		P-S	1.59	:		P-S	1.49
_d ames ne plays	b (12"	Control	1.50	<1	ns	Control	1.48
_	2.83 ⁻ ns		1.26		•••	PCFE	1.27
P alone	Í	PCEE	1.19			£'-S	1.23
		1-S	1.23	~1	ns	Control	1.22
	1.04 ns	Control	1.69	-		PCEE	1.69
Flays with a few other	£ }	PCLE	1.58 a,b			P-S	1.63 b
cmldren	1	F-3	1.54	3.03	< 05	Control	1.56
	4.73 4.01		1.25	3.03		PCEE	1.24
Plays with many		PCLE	1.35 d			P-S	1.32
onildren		P	1.22	1.22	ns	Control	1.17
	3.27 < .05	Control	2.00	1.22		PCEE	2.00
Gleaks in sentences		PCEE	1.98 b,d			P-S	1.93 b
		P-S	1.93 5,4	4 17	<.025	Control	1.91
	€.78 /. 005		1.94	4.1,	,025	PCEE	1.95
ieall colors of things	S	FCEE	1.91 b,d			P-3	1.84 b
		P-S		8 80	<.005	Control	1.77
	<u></u> 12.81 .005		1.80	0.00		PCEE	1.75
Bays inymes, sings	•	PCEF	1.75			P-S	1.72 b
son ic		P-S	1.80 b,d	3 68	<.05	Control	
	h 5.05 .00!		1.64	3.00	.,03	PCEE	1.73
in Lititic a few		PCEE	1.72			P-S	1.61 b
Inttire i alguaret		F-S	1.79 b,d	7 76	005	Control	1.44
	14.45-50		1.56	7 • 7 • 7		PCEE	1.38
sephitities many left	r 🤻	i CEE	1.38			P-S	1.37 b,d
of alimabet	1	F-5	1.48 b,d	15 (1	005	Control	.91
	27.55 .50		1.04	طائة وليقو ا		FCFF	1.95
and the second second	,	ı LL	1.95			P-S	1.81
		1-0	1.95	1 3 63	20	Control	
	1. ++ 1.0	Control	1.91	3.01	115	(01.01-)1	- - · · -
	!			1			



APPENDIX K (continued)

Variable		•	5 Schools					4 Schools	
	F	,	Group	X and Duncan's Results			F	Group	X and Duncan's Pesults
								PCLE	1.62
Collows simple direc-			PCLE	1.62				P-S	1.46
ions without remind-			P - S	1.52	1			control	1.52
	1	ns	Control	1.54	1.4	19	ns		1.92
Tells what he wants			PCEE	1.92				PCEE	1.92
or nee 3			P-S	1.94				P-S	
}	< 1	ns	Control	1.90	<1		ns	Control	1.92
Takes turns with other			PCEE	1.60				PCEE '	1.59
mildren			P-S	1.61				P-5	1.46
	< 1	ns	Control	1.56	<1		ns	Control	1.51
Takes good care of			PCEE	1.53				PCEE '	1.54
things he uses			P-S	1.39				P-S	1.15 a,f
	1.77	ns	Control	1.58	3.5	52	<.05	Control	1.56
Remembers rules of		* -	PCEE	1.50	İ			PCEC	1.50
			P-S	1.39				P-S	1.38
games he plays	<1	ns	Control	1.46	1.2	27	ns	Control	1.38
_	1	113	PCEE	1.27		-		PCED	1.27
s alone	į		P-3	1.26	,			P-S	1.31
				1.19	1.	14	ns	Control	1.18
	1.03	us	Control	1.69	1		•••	PCEE	1.69
Plays with a few other	}		PCEE	1.52 b				P-S	1.62 b
children	1		P-S	1.52 5	7.	22	<.005	Control	1.44
	4.65	<.025	Control		/ *	~ ~	1.003	PCEE	1.26
Flays with many			PCEE	1.24				P-S	1.15
children	1		P-S	1.26		00		Control	1.19
	1.53	ns	Control	1.11	1.	บช	ns	PCEE	2.00
speaks in sentences	1		PCEE	2.00				P-S	1.85 b
•	1		P-5	1.94 b		_	005		1.87
	4.68	1*	Control	1.90	5.	6	< .005	Control	1.94
Tell, colors of things	1		PCEE	1.95	1			PCEE	1.77 b
	1		P-S	1.81 b			_	P-S	1.74
	ho.3	3<.005	Control	1.73	9.	65	<.005	Control	
Cays rnymes, sings	1		PCFE	1.75				PCEE	1.74
son:	1		P-S	1.77 b				P-S	1.85 b
	5.35	<.005	Control	1.5 ϵ	4.	41	<.025	Control	1.55
Identifies a few	T	_	PCEE	1.73	i			PCEE	1.72
letters of alphabet	ì		P-S	1.52 b	ļ			P-S	€ 1.62 b
Techers of argument	1111 2	7 . 005	Control	1.36	10.	78	< .00,5	Control	1.31
TILLES - minu letters		7. 1003	PCEE	1.38			•	PCEE	1.38
Hentifies many letters	1		P-S	1.13 b,	d			P-S	1.31 b
of alphabet		60.5		.77		63	<.005	Control	.68
	118.	.005	Control	1. 5		-	ī	PCEE	1.95
part 1 1 11	•		PCEE	1.84	Ì			P-S	2.00 b
	1		P-S	1.85		.02	<.01	Control	1.81
	2.77	ns	Control	4.00	1 2.	.02	· • OT		



APFENDIX K (continued)

The second secon						
Variatio		Bermuda	,		Central	
	F	Grouj:	X and Duncan's Results	F	Group	X and funcin's Requits
					*	1.68
Follows simple direc-		PCLE	1.62		PCLL P-S	1.33
tions without remind-		P-3	1.50	_	entrol	1.56
· · · · · · · · · · · · · · · · · · ·	.l ns	Control	1.47	ns		1.89
Tel s what he wants	, -	PCLE	1.92		PCEE	2.00
	i	P-3	2.00		P-S	1.78
or need?	<1 ns	Control	1.33	ns	(chtrol	1.63
Tales turns with other	, 1	PCEE	1.46		PCLE P-S	1.33
	1	P-S	1. 7 5		Control	1.50
c.ni)dret	≽l ns	Control	1.40	< <u>1</u> ns		1.47
· · · · · · · · · · · · · · · · · · ·		PCEE	1.65	i	PCEE	1.00
Takes good care of	I	P-S	1.50		P-S	1.28
things ie uses	i <1 ns	Control	1.80	1.76 ns	Control	1.39
	!	PCFE	1.62	:	PCEL	1.00 e
Remembers rules of	4	P-S	1.75	, 1	P-S	1.78
games ne plays	2.66 ns	Control	1.20	3.22 <.05	Control	1.47
• ,	1	PCEE	1.15		PCEL	1.67
Pl alone	•	P-S	1.00		ı' – S	
	1.11 ns	Control	1.40	1.33 ns	Control	1.28
5-11 of '4 x	1.11 113	PCEE	1.54	•	PCEE	1.71
Plays with a few other		P-3	1. 7 5		P-S	1.33
children	1.01 ns	Control	1.33	2.08 ns	Control	1.44
	1.01 115	PCEE	1.31		PCEE	1.00
Plays with many	1	P-5	1.25		P-S	1.00
unildren	1.23 ns	control	.93	<1 ns	Control	1.00
,	1.23 113	PCEE	2.00		PCEE	2.00
Speaks in se _ nces	1	P-S	2.00		P-S	1.33 a,f
	i rl ns	Control	2.00	7.54005	Control	1.83
		PCEE	1.92		PCEE	2.00
iells loiers of things	i	P-S	2.00		P-S	1.33 a,b
	lea me	Control	1.87	13.49 < .005	Control	1.67
	rl ns	PCEE	73		PCEE	1.68
says rnymes, sings		P-S	.00		P-S	1.67
songs	13 () 5:	Control	1.47	<1 ns	Control	1.61
	1.63 ns	PCEE	1.50		PCEE	1.82
Hentities a few	1	P-S	2.00		P-S	1.67 b
letters of all habet	12 20 26		1.13	5.14 <.01	Control	
	2.20 ns	PCEE	1.35		PCEE	1.61
Tientific , runny lette.	rsi	rced i -S	1.50 b		P-S	1.33 b
or alphabe.	1 .	05 Control	.60	7.14 <.005		.72
	3.85 1.1	PCEL	1.92		PCEE	1.94
Counts 1 to 1)	,	P-S	2.00		P-S	2.00
	1 (1 ==		1.73	1.16 ns	Control	1.83
	1.01 ns	CONCISI	2.73			
				i		



APPENDIX K (continued)

Variable	Cool Valley			Walnut Grove				
	· · · · · ·		Group	X and Duncan's Results		F.	Group	X and Duncan's Results
				• 611			PCLE	1.58
Follows simple direc-	ì		FCLE	1.60			P-S	1.50
tions without remind-	_		P-S	. 54	<1	ns	Control	1.49
ing	{ 1	ris.	Control	1.54	`1	115	PCEE	1.94
Tells what no wants	i		F CLE F -S	1.93			P-8	1.83
or needs				1.93	<1	ns	Control	1.95
	· 1	ns	Control PCEE	1.50			PCEE	1.73
Takes turns with other	1		P-S	1.50			P-S	1.33
children	}	n .c	Control	1.43	1.96	กร	Control	1.59
_	·/1	ns	PCEE	1.43	1.30		PCEE	1.61
Takes good dare of	1		P-S	1.45			P-S	1.00 a,f
things he uses	;		Control	1.61	3.26	< .05	Control	1.54
	, 2.03	ns	PCEE	1.43		• -	PCEL	1.01
Remembers rules of	i		PCEE P-S	1.43			P-S	1.33 b
games ne plays		~ ~	Control	1.46	4.54	<.025	Control	1.18
	<1	ns	PCEE	1.20			PCEE	1.18
F alone	į		F-S	-			P-S	1.33
	į	~ ~	Control	1.09	<1	ns	Control	1.15
	1 +	r.s	PCFE	1.73			PCEE	1.76
Plays with a few other	i i		P-S				P-S	1.67
children		ons.	Control	1.43	2.90	ns	Control	1.49
	5.66	.023	PCLE	1.43			PCEE	1.36
Plays Witr. many	1		P-S				P-S	1.17
children	÷ 22	ns	control	1.11	<1	ns	Control	1.26
contangos	3.23	115	PCEE	2.00			PCEE	2.00
Speaks in sentences	ì		P-3		1		P-S	2.00
	4.59<	c 05	Control	1.78	٠1	ns	Control	1.95
Tells colors of things			PCEE	1.30			PCEE	1.94
Tells coldes of things	i		P-S				P-S	1.83
	2.56	nc	Control	1.74	2.61	ns	Control	1.72
Says rnymes, sings	2.56	113	PCEE	1.80	1		PCEE	1.76
_			P-S				P-S	1.83
songs	3.13	ns	Control	1.54	1.72	ns ns	Control	1.56
Identifica i few lette		113	PCEE	1.60			PCEE	1.88
of alphabet	- 7		P-S				P-S	1.33 b
Of arbitaner	1,1	ns	Control	1.54	12.2	3 < .005		1.13
Identifies many letter	_	•••	PCEE	1.07	i		PCEE	1.42
of alphabet	Í		P-S	<u>-</u> - ·			P-S	1.17 b,d
Or Giphiam C	1	ns	Control	1.04	22.2	9 < .009	ontrol	.26
count 1 to 10	•		PCEE	1.97			PCEE	1.97
0011.0 1 00 10	1		P-S				P-S	2.00
	2.29	ns	Control	1.83	1.7	8 ns	Control	1.79



AFFENDIX K (c ntinued)

Variable	Tof	tal Sample	•		8 Schools	
	ľ	Group	X and Duncan's Results	F	Group	X and Duncan's Results
,		DONE	1 74		PCLE	1.73
ecognizes numerals		PCDE	1.74		I,	1.63 b,d
. co 1u		I -5	1.70 b,d	17.95 '." >	Centrol	1.31
)	13.844.005		1.44	17.55	PCEE	1.84
ells "now many" in a	i e	PCLE	1.34		P-S	1.77 b,d
roup of objects	T	F-S	1.87 b,d	10.16 <.005	Control	1.59
	14.37<.005		1.69	10.10	PCEE	2.00
ells first name		PCEE	2.00		P-S	1.95
	_	P-S	1.98	2.52 ns	control	1.99
	rl ns	Control	1.98	2.52 115	€CEE	
ells last name ·	}	rCLL	1.92		P-S	1.93
		P-S	1.94	<1 ns	Control	1.95
	1 ns	Control	1.94	1 115	PCET:	1.25
Tells address		PCEE	1.23		P+S	1.35
		₽ - S	1.48 c,d	دا ns	Control	1.19
	8.74 .005		1.25	<1 ns	PCEE	.91
s telephone number		PCEE	.89		r-S	.98
	1	P+S	1.25 c,d	1 50 75	Control	.79
	19.80<.100	Control	.86	1.58 ns	PCEE	1.44
Prints first name	1	PCEE	1.43		PCEE P-S	1.19 b
correctly		P-S	1.40 b,d			.95
	23.967.005	Control	1.06	14.90 <.005		1.76
lops on one foot	1	PCEE	1.76		PCEE	1.74
	1	P-S	1.81 d		P-S	1.65
	4.74~.01	Control	1.71	1.83 ns	Control	1.72
Airs a ball		PCEE	1.72		PCEE	1.68
HILL A DUIT	1	P-S	1.68		P-S	1.71
	1 r.s	Control	1.71	<1 ns	Control	1.65
Catones i ball	_	FCEE	1.65	4	PCEE	1.60
Jacones 1 ball		P-S	1.58		P-S	
	1.0) ns	Control	1.58	<1 ns	Control	1.58
works a puzzle of 10		PCEE	1.70		PCEE	1.69 1.74 b
or more pieces		P-S	1.77 d		P-S	
or more preces	7.50 < .005		1.61	4.10 < .02	Control	1.54
Enjoys looking at book	•	PCEE	1.87		PCEE	1.87
enjoys rooking at book	~ ;	F-S	1.81	1	P-S	1.82
	1.39 ns	Control	1.81	<1 ns	Control	1.82
	1	PCEE	1.91		PCEE	1.91
Dires to lister to	(P-S	1.88 b		P-S	1.86 b
Stories	8.57 1.05	Control	1.83	3.60 < .05	Control	1.79
	B. 77 .93	FE	1.82	\$	PCEE	1.82
like to lister to	•	1'-5	1.82 b		P-S	1.82
T 1.5	3.31 · .05	control	1.74	2.81 ns	Control	1.72



Variable		6 Schools			4	1 Schools	
	F	Group	X and Duncan's Results			Group	X and Duncan's Results
						n orth	1.74
Recognizes numerals		PCLE	1.73			PCTE P-S	1.77 b,d
1 40 10		P-S	1.55 b,d			r-s control	1.23
1 65 16	18.54<.005	Control	1.25	19.01	• •	ICEF	1.84
Tells "how many" in a	, -	PCEE	1.84			P-S	1.85 b
arous of objects		F-S	1.68 b			(ontrol	1.44
group or objects	11.13<.005	Control	1.54	16.18	<.005	PCEE	2.00
Tells fir name	;	PCEE	2.00			P-S	2.00
Tells life i have	;	P-S	1.90 a,f			Control	1.97
	. 4.00<.025	Control	1.98	1.60	ns		1.90
Tells last name	?	PCEE	1.92	: ! !		PCEE	2.00
Tells last have		P-S	1.94	1		P-S	1.93
	<1 ns	Control	1.94	<1	ns	Control	1.24
m 11 - n ldwcc	, , , , ,	PCEE	1.25	1		PCEI.	.92
Tells address	4	P-S	1.29			P-S	1.05
	-1 ns	Control	1.14	1.85	ns	Contro	.88
Te telephone number	1	PCEE	.91			PCE	.69
Te s telephone number	•	P-S	.87			₽-S	.64
	2.38 ns	Control	.7 0	2.44	ns	Control	1.44
	12.30 1.5	PCEE	1.44			PCEE	.92 a,b
Prints first name	i	P-S	1.06 a,b			P-S	
correctly	16.30<.005		.89	16.51	<.005	Control	.84
East	16.30	PCEE	1.76			PCEE	1.76
Hops on one foot	į	P-3	1.71			P-S	1.69 b
	() () nc	Control	1.64	4.76	<.005	Control	1.53
	1.63 ns	PCEE	1.72			PCEE	1.72
Aims a ball	1 1	P-S	1.74			P-S	1.62
	1	Control	1.72	<1	ns	Control	1.72
	kl ns	PCEE	1.65			PCEE	1.65
Catches a pall	i	P-S	1.65	1		P-S	1.54
•		Control	1.65	1.02	ns	Control	1.56
	k1 ns	PCEE	1.69	_		PCEE	1.69
Works a puzzle of 10		P-S	1.71 b			P-S	1.69 b
or more pieces	1- 10: 05	Control	1.71 b	5.81	<.005	Control	1.42
	3.42<.05					PCEE	1.87
injoy: looking at book	.s	PCEE	1.87	i		P-S	1.92
	•	P-S	1.87	2.82	ns	Control	
	1.50 rs	Control	1.80			PCEE	1.91
Likes to listen to		PCEE	1.91			P-S	1.69 b
stories		P-S	1.87 b	4.56	< .025	Control	
	4.42<.02	5 Control	1.77	1.50		PCEE	1.82
Likes to listen to	ļ	ICEE	1.82			P-S	1.69
i c		P-S	1.84	1.92	ns	Control	1.70
'	2.67 ns	control	1.71	1.72			



APPENDIX K (continued)

Va riable			Bermuda				Ce ntral	
	F	•	Group	X and Duncan's Results		F	Group	X and Duncan's Results
					· :		PCLE	1.76
ecognizes numerals	į		PCEE	1.73	 		F-S	2.00 b,d
to lo	9		P-S	1.75		005	[cntrol	1.17
10 10	2.43	ns .	Control	1.27	6 .3 8	.003	PCEE	1.76
Telis "now many" in a	1		FCEE	1.77	; •		P-S	1.67
ercur of chients	•		P-S	2.00	0.40		Control	1.44
Four or object	,1.90	ns	Control	1.47	2.49	ns	PCEE	2.00
iells first name	,		PCEE	2.00			P-S	2.00
Tells 11150 ham	1		P-S	2.00			Control	1.89
	÷. 1	ns	Control	2.00	1.14	ns		1.95
Tells last hame	:		PCEE	1.88			PCEE	2.00
lells last hate			P-S	2.00			P-S	
	<1	ns	Control	1.93	<1	ns	Control	1.89
	1, 1		PCEE	1.00			PCEE	1.29
Tells address			P-S	1.00			P-S	1.00
	1.44	ns	Control	.53	<1	n.5	Control	1.33
		113	PCEE	1.08			PCEE	.95
re telephone number	} ,		P-S	.75 b			r-s	1.33
	1			.27	<1	ns	Control	.33
	4.16	<.025	Control				PCEE	1.42
Frints first name	ļ		PCEE	1.50			P-S	1.00
correctly	į		P-S	.75	1.71	ns	Control	1.00
•	2.87	ns	Control	.93	1.71	115	PCEE	1.66
Hops or one foot	1		PCEE	1.73	1		P-S	1.33
nsps sir en	1		P-5	2.70			Control	1.67
	3.03	ns	Control	1.33	<1	ns		1.63
Airs a ball	F		PCEE	1.92			PCEE	1.33
Airs a bair	į		P-S	2.00			P-S	1.72
	2.13	ns	Control	1.67	1	ns	Control	1.61
1 3	¥.13		PCEE	1.81	:		PCEE	
Catumes a hall	ì		P-S	1.75			P-S	1.33
	<1	ns	Control	1.67	<1	ns	Control	1.39
	1, .	113	PCEE	1.88	i	1	PCEE	1.55
works a puzzle of 10			P-S	2.00 b			P-S	1.67
or more pieces	2 00	. 05		1.47	<1	ns	Control	1.44
		<.05		1.84			PCEE	1.34
Enjoys looking at rook	K.S.		PCEE	2.00			P-S	1.67
	İ		P-3		< 1	ກຣ	Con'.rol	
	1	ns	Control	1.80	· `1		PCEE	1.89
Likes to listen to	1		PCEE	1.85	:		P-S	1.67
stories	l		F-S	1.50		*^	Control	
	1.06	ns	Control	1.67	< 1	ns	PCEE	1.84
Likes to listen to			PCEE	1.76				1.67
_	İ		P-S	1.25			P-S	
I C	1.9	ns	Control	1.60	; 1	I, J	Control	1.03
-	r.,				1			



APPENDIX K (continued)

Varia: le		Cool Valle	У	W	alnut Grove	9
	F	Group	X and Duncan's Results	F	Group	X and Duncan's Results
					PCEE	1.73
Recognizes numerals	1	PCEE	1.73		P-S	1.67 b,d
1 to 10		P-S		0.64 6.005	Control	1.05
	4.27 <.05	Control	1.39	9.64 < .005	PCEE	1.94
Tells "how many" in a		PCEE	1.90		P-S	1.83 b,d
group of objects		P-S	2 54	11.15 < .005	Control	1.31
, -	6.54 < 025		1.54	11.15 (.005	PCEE	2.00
Tells first name		PCEE	2.00	İ	P-3	2.00
		P-S	1 06	<1 ns	Control	2.00
	1.33 ns	Control	1.96	1 (1 115	PCEE	1.97
Tells last name		PCEE	1.83	•	P-S	2.00
		P-S	1.91	1 ns	Control	1.97
	/1 ns	Control		1 1.5	PCEE	1.45
Tells address		PCEE	1.13		P-S	.83
	1.	P-S	1.04	2.11 ns	Control	1.12
	<1 ns	Control	1.04	Z.11 ns	PCEE	.79
Telephone number		PCEE	73	1	P-S	.33
		P-S	F0	<1 ns	Control	.74
	<1 ns	Control	.59	1 (1 115	PCEE	1.45
Prints first name	1	PCEE	1.40		P-S	1.00 b
correctly	1	P-S	0.1	8.67 <.005	Control	.64
2	6.03 < .02		.91	8.07 1.005	PCEE	1.85
Hops on one foot		PCEE	1.83		P-S	1.67
•	I	P-S	2 43	1.02 ns	Control	1.69
	7.58 <.01		1.41	1.02 113	PCEE	1.61
Airs a ball	ļ	PCEE	1.77		P-S	1.50
••	1	P-S	_	<1 ns	Control	1.74
	1 ns	Control	1.72	1 113	PCEE	1.61
Catches a ball	1	FCEE	1.63		P-S	1.50
		P-S		<1 ns	Control	1.59
	/1 ns	Control	1.57	1 115	PCEE	1.67
Works a puzzle of 10		PCEE	1.70		P-S	1.50
or more pieces	[P-S		<1 ns	Control	1.46
		5 Control	1.35	1 11	PCEE	1.88
Empoys looking at book	C5	PCEE	1.90		P-S	2.00
, <u>.</u>		P-S		/l ns	Control	1.87
	5.45 1.0	25 Control	1.65	1	PCEE	1.97
likes to listen to	1	PCEE	1.90	į	P-S	1.83
stories		P-S	,	1 25 70	Control	1 02
	3.41 ns		1.70	1.35 ns	PCEE	1.85
Likes to listen to		PCEE	1.80		P-S	2.00
10	1	P-S		3 22	Control	
	2.26 ns	Control	1.61	· 1 ns	Concros	



Variable	Т	otal Sampl	le		8 Schools	
	F	Group	X and Duncan's Results	F	Group	X and Duncan's Results
Uses paint		FCEE F-S	1.65 1.72 b,d		PCEE P-S	1.64 1.63 b,d
სამი ად105 0r 5	34.024.005	Control PCEE P-S	1.35 1.74 1.78 b,d	12.64 .005	Control PCEE P-S	1.30 1.73 1.75 b,d
Uses prayons	12.641.995	Control PCLL F-S	1.60 1.90 1.91	7.09 1.005	Control PCEE P-S	1.54 1.90 1.89
D.co ∪la/	<1 ns	Control PCEE P-S	1.89 1.54 1.62 b,d	1 ns	Control PCEE P-S	1.88 1.54 1.58 b
Uses paste or glue	12.94<.005	Control PCEE	1.40 1.59 1.64 b,d	3.51 < .05	Control PCEE P-S	1.39 1.60 1.49 b,d
has visited the zoo	44.37<.005	PCEE	1.23 1.61	15.85 < .005	Control PCEE P-S	1.19 1.60 1.75
has been to the	6.34<.005	P-S Control PCEE	1.74 c,d 1.61 1.45	1.89 ns	Control PCEE	1.60 1.4 4
library	19.914.005	P-S Control	1.56 b,d 1.20	9.23 < .005	P-S Control	1.46 b,d
number of public		PCLE P-S Control	133 277 798		PCEE P-S Control	131 57 305



Variable		6 Schools			4 Schools	
	F	Group	X and Duncan's Results	F	Group	X and Duncan's Results
Uses crayons Uses clay Uses paste or glue Visited the zoo Has been to the	10.62<.905	PCEE P-S Control PCEE P-S Control PCEE P-S Control PCEE P-S Control PCEE P-S Control PCEE P-S	1.64 1.58 b,d 1.29 1.73 1.74 b 1.52 1.90 1.90 1.88 1.54 1.55 1.41 1.60 1.42 b 1.17 1.60 1.81 1.61 1.44 1.23 b .93	.12.99 <.005 7.45 <.005 <1 ns 2.17 ns 16.41 <.005 1.85 ns 17.63 <.005	PCEE P-S Control PCEE P-S Control PCEE P-S Control PCEE P-S Control PCEE P-S Control PCEE P-S Control PCEE P-S Control PCEE P-S Control	1.65 1.54 b 1.19 1.74 1.62 b 1.45 1.90 1.85 1.88 1.54 1.46 1.37 1.59 1.38 b 1.06 1.61 1.92 1.63 1.43 1.00 b
Number of pupils		PCEE P-S Control	131 31 203		PCEE P-S Control	127 13 118



Variable			Bermuda				Central	
	F		Group	X and Duncan's Results	F		Group	X and Duncan's Results
Uses scissors Uses crayons Uses clay Uses paste or glue Has been to the library	2.04 1.70 <1 1.42 <1 1.14	ns ns ns	PCEE P-S	1.58 1.75 1.20 1.54 2.00 1.40 1.88 2.00 1.87 1.50 1.75 1.20 1.38 1.75 1.20 1.50 2.00 1.60 1.12 1.00 .93	1.10 3.43 <1 <1 2.17 1.36 10.56	ns <.05 ns ns rs <.005	PCEE P-S Control PCEE P-S Control PCEE P-S Control PCEE P-S Control PCEE P-S Control PCEE P-S Control PCEE P-S Control PCEE P-S Control	1.68 1.33 1.44 1.82 1.33 a,b 1.44 1.86 1.67 1.78 1.50 1.67 1.50 1.50 1.33 1.11 1.61 2.00 1.78 1.71 1.33 b .83
Number of pupils			PCEE P-S Control	26 4 15			PCEE P-S Control	38 3 18



Variable		Cool Valley	,		Walnut Gro	
	F	Group	X and Duncan's Results	F	Group	X and Duncan's Results
Jaes paint	-	PCEE P-S	1.60	_	PCEE P-S	1.70 1.50 b 1.10
Jses scissors	5.72 < .025	Control PCEE P-S	1. 1 5 1.77	6.31 <.005	Control PCEE P-S	1.79 1.50 b
Uses crayons	3.00 ns	Control PCEE P-S	1.52 1.93	3. 89 < .05	Control PCEE P-S	1.38 1.91 1.83
Uses clay	1 ns	Control PCEE	1.97 1.53	<1 ns	Control PCET P-S	1.95 1.64 1.17
Uses p a ste or glue	<1 ns	P-S Control PCEE	1.39 1.70	2.31 ns	Control PCEE P-S	1.36 1.76 1.17 b,
Has visited the zoo	9.58 < .005	P-S Control PCEE	1.13 1.67	13. € <.005	Control PCEE	.90 1.67 1.83
	1 ns	P-S Control PCEE	1.59 1.40	<1 ns	P-S Control PCEE	1.62 1.36
Has been to the Library	7.17 <.01	P-S Control	.85	£.39 <.005	P-S Cortrol	.83 b
Number of pupils		PCEE P-S	30 0 46		PCEE P-3 Control	33 6 3 9



The elight schools in this sample are: Bermuda, Central, Cool Valley, walked Grove, Graffith, Vogt, Combs, and DeSmet. The latter four schools was included because it was thought that they represented the same socio-

. .

Figure SIX schools in this sample are: Bermuda, Central, Cool Valley, with it Grove, Griffith, and Vogt. The last two schools were included in the last two schools were included in the last two schools.

3 the four schools in this sample are: Bermuda, Central, Cool Valley, and multi Grove. These schools were participating schools in the pilot study.

Intering kindergarteners were identified as belonging to one of three groups: Folk = pupils included in the pilot study; P-S = pupils with Presoncel experience; and, Control = pupils with no preschool experience of any king.

Probults of the Duncan's Multiple Range Tests are given using the hills roughs:

- i = the PCLL mean was statistically significantly higher than the preschool group mean.
- p = the PCEE mean was statistically significantly higher than the control group mean.
 - the Preschool mean was statistically significantly higher than the PCEE group mean.
- the freschool mean was statistically significantly higher than the control group mean.
- the Control group mean was statistically significantly nigher than the ECDE group mean.
- the Control group mean was statistically significantly higher than the preschool group mean.



APPENDIX L

Summary of Interim and Final Reports
Sub-Component for the Learning Disabled
Mary Dasovich, Ph.D.

The Learning Disabilities Component of the Ferguson-Florissant Early Childhood Education Program has been operative since September of 1971. Two Teacher-Specialists and one consultant were directly engaged in this component. Each teacher-specialist participated in Saturday School programming and also conducted specialized home visits for children identified as possible candidates for Learning Disabilities in later school years. In addition, as both teacher-specialists were qualified as speech clinicians, home visits for articulation and language delayed children were included in the home visit load of these teachers.

Test Battery - Individualize: test administration was conducted for all children referred to the teacher-specialists. The following tests were utilized as appropriate for referral:

Peabody Picture Vocabulary Test
Harris-Goodenough Drawing Test
Sievers Differential Language Facility Tesc
Oseretsky Motor Proficiency Scale
Bryngelson Glaspey Test of Articulation
Beery Developmental Test of Visual-Motor
Integration (administered in Saturday School)

Children Served - The Learning Disabilities Component of this project identified a total of 22 children as evidencing learning and language characteristics reminiscent of characteristics found in school-aged learning disabled children. In addition, a small number of learning disabled children were identified by the mental retardation component of the project.

Mational incidence of learning disabled children is estimated from 5 to 25 per-cent of the school aged population, depending upon extensiveness of studies completed and researcher conducting the investigation. The total of a minimal number of 22 children identified as learning disabled suggested an incidence of 3 per-cent in the 4 year old population within the school district researched. Addition of those children identified by other project component operations would bring the project learning disabled child identified figure to some 5 per-cent - thus meeting the lower of National estimates.



. 2

... in the plant of the Diport of Cheron Therapy amount fellow, W.A.

The Cheron Cheron Special School District

the configuration of American tentral for speech and language class. The configuration of including speech therapy. Which is well as the continue tentral who were qualified to the land the continue of the land the Consultant of the formula of the condinating Consultant for the formula country.

FIGURE 1. The West on trum nt. included: the gryngleson will the try to the destroit Tests of Learning Aptitude, and let great and the opening aptitude.

Portion in this a - Dillion inrolled in opench terapy were north in this a week by a opench clinician for a total of this to an our per week. Along with this, a parint or more way into god whenthy the parents were given specific loss not in which they were to work with the children will.

The first of the contractions in the TP emiliation still receiving the same to make the matter therapy in kindergarten for the majorit; menalustion in deptember to determine needs of the same; and mother than the traction of two children; and no the result for the statement.



A . WIY Y

1 1

carry functions and Find meports and incorrect the Mentally Hetardei Allan C. Yater, Ph.D.

I ment for productical evaluation on the basis of information that trainer from the least of information to trainer from the least valuations. In certain the production of th

The introduct of the evaluations were the Stanford-limit Interments used in the evaluations were the Stanford-limit Intelligence Scale - Form LM (SF) and the Vineland with Patarity Scale (VSMS). Of the 33 children evaluated, it were such intered both of these instruments. Because of the presence of multi-disabilities which precluded valid a seasonable with these instruments, seven children were administered only one of the instruments. Of these seven children, five were found to be untestable on the SB, but information was estained from the VSMS. Two of the seven children were administered the SB but were not administered the VAMS tecause of the lask of a reliable respondent. In relition, three children reserved additional testing on the Cattell Infant Intelligence Scale and portions of the Caldwall Freschool Inventory.

Carvious arevited - Initially, the Special Education Consultand was to observe and prepare programs for only those chilir a lientified as falling within the retarded ranges of intellectual ability. At the request of the Program, Director, cowever, overal saifts in emphasis took place with respect + "it notivities. From mil-November to January substantial and the street were devoted to children who were encounter-The learning difficulties due to learning disabilities and . That is the rest of the damage, emphasis was placed upon or reclopment of individualized educational programs and preorigions, providing follow-up services to all children reformular the We Component up to that time, and accorpanying · are no nothern nome violts to appraise their interactions with the willimm. It anoull be noted that these shifts in risel were more in order to meet the varying and changing: fine children, as lientified and reflected by the r . In order to recain respondive to the changing and the children, then, it was agreed that dervices To a zi the territore were lientified.

The district of antiques

or no ware of his purpose underlying the observation of children not with the confirmit, a sample of the functional behavior of the translation to the control was evaluated in terms of intellated into equational strengths and weaknesses, were used as guidin the result of the transferentian of individual learning programs. . halp, an attempt was rade to identify teacher characteristics The need for change or maintenance of teacher remove move communicated to each teacher concerned or involved with Fig. 1 196 h. united in the ration. Inirdly, continued classroom to the fifther an apportunity to see that the suggested this tabliant frogram for each child was being carried out in the many prescrited. None visits were initiated primarily to help the representation that the need for additional guidance; later, the round of it, were extended in order to gather additional data in the mild's behavior which would allow for a continual, on-going evaluation of progress, and which would possibly indicate new directions in programming.

The various conference, initiated were for the purposes of coordinating ervites to the children. Teacher conferences and consultation, erver the purpose of test interpretation, usually of an explicatory and recomptive nature. Issues such as the nature of the test, as well as the specific interpretations of findings, were trading and chariffeld. In addition, educationally-relevant inferent in war discussed and individualized programs were explained. The events of specific pre-additions that the held to organize the events of specific pre-additions readiness skills around a matter for the non-spontaneous learner. No attempt was a compart withis of teacher-based or teacher-initiated diagnostic release with sevents in appropriate in view of the fact that the results are not encountering difficulties in teaching the leavest directly involved.

and the interesting the limit of the school or home, usually involved of and the destriction of test results, discussions of the destruction of the tresults, discussions of the destruction of the tresults, discussions of the destruction of t

The rest of the rest of the entering Director terved a land the rest of the entering of the land and the information of the special Education Consultant were restricted to the first will be mildren were in need of what kind to entering and what kind to entering and what kind to entering and what kind the entering of the rest of the teachers.



169

TOTAL LANGE MELLINAL I

The chaif a differences held with the Edychologists of the MR Unit had reverse goals among which were the evaluations of children services; progress reporting on children identified as falling sithir the orige of the MR Units' responsibilities; discussions of the casces or failure of the program structure in meeting the meets of the various disabled children; and examination of the We Units' activities in relation to the program structure and in a real of the program structure and

The limit of applemented his clausroom observations with the first access into its several instances. The Illinois Test of the limit is accessing was used with two smildren identified to live to make difficulties are to low intellectual functionates at little and this suspected of a severe learning disability.

in the product sem had descriptive terms, the individualized reprint trustant in vided for the children in this program can be classified within three areas:

Area I is the psychomotor domain in which emphasis is on the development of sensory-perceptual-motor skills.

Area II is the countries domain in which concern is with the development of language processing skills, attentional controls, comprehension and understanding.

area III is the affective domain which includes attitudinal and motivational factors relevant to a child's learning.

The state of apparent low intellectual functioning or mental returned to the following of mental returned to the following of mental returned to the following of the first intelligence Test, the state of the first intelligence Test and the following the first following the followin

The control was were initially Harm ted at terderline the component for the control were at the property which also particle to the control of the control of the control of the control of the control of the control of the appearance into their control of the co



AFFENNAL: Continue!

the claim relation in the program on which complete testing had not be to realize a metallicities of the Interim Bayes-Binet for the clina of Fig. and Johon for the Blind and found to be function—localitain the normal range of intelligence. The other three who were originally untestable obtained scores within the normal range on the Flavour plottest.

in a ser, if the displace referred for prochological evaluation and a three fall within the secrets of borderline retardation at the two logs. The three, however, accord above the criterion and the first or both a for computance by Special School District of the Louis Deamer, increasing, it can be expected that all PCEE pages with mostly in resular aim sengarten programs, except for the to action will be an other programs, except for the termination of a complete child who have been and the englished of a court demonstration.

The plantage of the confident which were indicative of low interference of the confident which were indicative of low interference of capable, and reflecting primarily limitations in performance matter than capacity. The results of the first test administration thus reflected the limited effects of early disabilitional or lack of orportunities and learning experiences. Having carticle ated in a resignant which focused on individual needs, these call her revealed that they were able to learn and that they were able to disability their learnings through performances on their full weap tests.

In few or ple numbers in diotal-statements by the Special Education on albant reflection to progress, final status, and/or needs of collumn corver by this component are given below:

The Leginnian of the year this child had few the control of a child had few the control of a child had give the measured that it is the function in was quite low. Language was that the court is the control of the con

where with the falls often the first month was minimal. At the columns of the mean, it deserves her and six to some diagnostic to microtocyllast over learning rate under optimal conditions. It was a feeling that her estimated level of intellectual functions, and track a label of the deprived background (see that the mean months of the line), and that disense this child that it is a second of the mean of the second of t

the first of the point of proper was to be language development, the site provides of a work of the first of the second of the

The state of the state of the state of the conferences of the state of the state of the conferences of the state of the st



AFILWLX M Unbinued

direct prince of the all stead and a dial smills.

expecting a size that enild is function of WOLL WITHIN THE NORobjection is initially OB. This child may function in a regular state of the teacher is receptive and sensitive to her special news. Therefactors offecting her success in a regular class service was include class size, adequate experiences on the part

all it will not be unreasoned to consider placing child in a protect of notice regular windercarten, one must be aware that the rown time of developing the "stroigh child syndrome", i.e., is a posial attention because out has had it in the part. We not this ty removing much of the "special" help given in the detains. The class more fails.

Limit $n = \log n = 0$ fold will inact allows transmit a growth in intellectual function $\log n = 0$ evaluated by the Counford-Sines intelligence Scale from DV.

the unit a try, unrespondive, indicate child at the beginning of the war. The of this remaylor has disappeared and had been replaced by the appoints mannerland.

This will was tested in the Illinois Test of incomplinguistics and source to save a specific learning disabilities, yet her rate of learning was clow. I language development program was initiated actually the Multisensory Approach. This seems to have served as a veloce for instruction, and facilitated the development of a more of himself as language with a broader scope.

on: Pilit to well sujulted in the clarar of, anxious to please, and lightly well with authority flaures. Her mother in Woot continued to an interpretable progress.

the property of the columns, and confidently of the to-maintain the columns will be of the columns, and consider work will in the normal columns.

- - - Di - i . Fee into the crotres with very few atrengths of . -, Fee a root fraction in the a low control of the crotres of the fraction in the a low control of the crotres of the control of the con



The second of the second

The second of th

The distance has a line of intellectual growth, and has been about the contract the Plina.

The said - The stance of a - which the was referred into the file of the distribution of the said of t

controls to the distribute from middles in the neutally retarded controls to the decimal of the gram. We fer to the attacked psychologically to the forthis information. A remailar program was initially to the test of the maintained wills. This program was followed to the test of the attack working with the first.

together, we say the gear will given by Opecial District Since to my an experimental program. Retest require that program, Retest require that the total child is no longer testing in a low together the functioning to be placed in a special of the control of the

The property level of intellectual functioning has risen appreciately, and in this world wire one area, especially those involvable to the last the period of what has been any in this or a, also wrate in to the rangedual program enclosed with an intellect.

is a selected of Monte of a program, we have answer that the child is a selection of the continuous selections are continuous selections.

The second of the placed in the fittle is a placed in the fittle is a possible of the fittle is a possible of the placed.



AHELLIA

condition to the control of the composition
condition to continually management
time of the per, inc.;

>

This report of research to the faction of the specialists and consultant of the control of the specialists and consultant of the control of the specialists and consultant of the control of the specialists are as of activity also see the control of the same control o

in the transport of aprea mild
in parent of the obligation
to the transport of the receipt onlines.

The colly indicapped fills - Children who were here cateside a few and countries with indicapped were those children who were
the contribute and indicapped were those children who were
profit and a few and indicapped and coverity. In some intrace, allowed were included over it seemed impossible to distinual costs of the reported countries of the child and the diffialthorization to the reported countries of the bother. Further, the
about the attribute was most commonly supplied by mothers' or
to the collection of the child acceptant of the child.
The first profit of the collection of the child derived
from the dispersion and individualised acceptant along more
trigit. The live of the child, the collections represent the rest
to be followed by a first within the framework of the overall

The first section of the section of the standard functions within the $\tau = \tau + \tau$, and $\tau = \tau$ within the section of

The state of the s

The content of the content when the teaching of all was a continuous of an extensive with the continuous filters, and continuous for the compact product of the compact product of the content of the content of the continuous formation of the content of the conte



the life of the control of the children. Herting a control of the control of the children of the children of the children of the control of the total possible.)

The control of the control of the total possible.)

The control of the control of the control original or of, the circulation of the control of

The life of the control of the contr

letter in the control of the personal approximately to the control of the control

The anticipated which is present only an alcapped Child - The anticipated which with is present only a proup of parents who might participate to the anticipate is the anticipate and inportant detree by our efforts to the anticipate of the anticipate of the continuation of the anticipation of the anticipation of the anticipation of the anticipation in the anticipat

The control of the property of viewing the lituation, to sur way of viewing the lituation, to sur way of viewing the lituation, to such a surface, it convents to surface of the lituation of the lituation, the determines of uncomposed to such a surface of interest expressed to such a surface with a surface of interest expressed to such as the man and the man and the lituary and lituary and lituar



to receive the conservation of the problem the possibility of the plant to the construct basis.

The transfer of the line was a national to the "Raising Children" that, we take grammations was teset by many of the difficulties to result lipited by the mather unpredictable attendance of the participation. First emple, initial testing was conducted during the results of the end of the participation of the end of th

In the first of interpretation of the results, the problem of the control of a power of powers and the factors eiter above makes the data will be applied, the permaps even meaningless. Our original intent policy in "relating Children" test because of its reported will be applied for intrinspection and receptiveness to new the control of very in the literature to the effect what the control of a population in which a relatively real control of a population in which a relatively real control of partitive scene for 10 or more sessions. Within the test of a partitive were seen for 10 or more sessions. Within the test of a partitive test might have been more trained by, the right of a different test might have been more trained by, the real ablesto control attendance.

The second of the within our control group. One might infer the control group. One might infer the control group. One might infer the control group. One might infer the control of the co



Parle Inc.

.

MOTHERN COOKED IN "BAISING CHILDREN"

						•
	•	SAFER EUST	IMENTAL REPERT	CONTROL	E. H. CHILD	N SESSIONS
S 1 107 3	V 171, 1	<u> </u>	permada	, in a group Vr	1.53)	•
	.7.	•	`			
	93	1				3
	5) 213	.,		. 13		<u> 3</u>
77	2/3	•			•	
	104 223 333	÷ ,		<u> </u>		٦.
***		1 1 -				Ś
	, i ;		-			Ċ
77	734	7	1.7			_
	-	,				1
)35 124			1 '		1
77		=				1
e 1 T	143					1
,	123		~			
	315	1	^1			; ¹
	1) 21	• /-	1	17		
. 37 :		L DAMER	: Lac han	<u>ilton</u> (2:3	Toptyal ar	il Vost
•		_	of the configuration and the said			
	* = 4		•	1.		
`.	<i>3</i> ∙ ← •	•	-	•	·	
:	ł					j.
· · · · · · · · · · · · · · · · · · ·	, i i	•				; · · ·
, '	• ,					
	, ;					1
			•			
,) '					
4,	+ 14					•
`.	1 4					 .



	,	يا الناسال برا الناسال		,
No. 145 No. 14	1	. 20	17	<u> </u>
4.434.	. ''' . '''	17.	17.33	
GATTPLAY JOH	JUL CHITTAR:	Wedgwood		
N 01: N 01: N 013 N 04: N 0:7 N 0:4:				1 1 1
# 051 # 051 # 053 # 057 # 057 # 053 # 067	. 3	3.2	1c 20 20 33	3 2
и 975 и 971 и 971 и 973	11	٠, ·	17. 0	1
4		- •	- ·	
r b. 0 1 /01 . 0 1 / 10 . 0 1 / 11 . 0 17	· · · · · · · · · · · · · · · · · · ·	1	_(and Robinwood) {	ī.
t • 'y t • '	ä			2
(1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	, 7		ĩ.	
·			3	Ĺ



175

•				J • •	
•					
		,			
•					
			1		
					•
	4	7			
·					
•	,	·	71		
		mark Car	r Torbor and C	Drag my ty)	
-	2	- - -			
	ŧ	<u>i</u>			

 	<u> </u>	r Toroc and Decret)	
-			
-	•	- -	
-			
	-		
		1	
	2		
	7 ,		

,

,		,	<i>;;</i>		}
	+ ,			1.	
	· · · · · · · · · · · · · · · · · · ·	1 ,		1	
•				(i, **,	
-		<u> </u>	<u>' un no con</u>	(and mall: orr)	
		- · · · · · · · · · · · · · · · · · · ·	; 1		
				7	
	*3	•	ī.,	•	
			: 1'r. <u>1' ' i</u>	i (ani Mark Twein)	
-	-		1.		
-	•		,		



. . .

...

3

ARENT		757.7.3.2. 72.3.7		1	T NIGHT O
### 1010 14 9 2 3 4 6 1 4 5 1 2 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			17022 120 0 CT 0 0 22 22 23 27 37 37 31		
				†» '	
	.	·	١ ٠	ī	

the property of the state of th



the cutume, and effort to measure the outcome of counsaling counting counting counting to peak to ake into account the rather times near of the carticinarts. The atternt to measure education of a group to a group time account to a protection to a group time account to a protection to a group time account to a protection of a group of sessions for a specific purpose. The time of interest to this arrosans.

iferent strate ment involving profound problems, till liferent strate ment inscribly should locks upon thatever as a signated in stabilitin the child within the formal and appropriate in stability of the last of other children in the facility of the interpretation of a preferral to an a propriate crease to be included the propriate crease to be included the propriate crease.

Institute the profession of the interpretate resource, the interpretate resource, the propriate resource, the propriate resource, the propriate resource, the propriate resource, the propriate resource, the propriate resource, the propriate resource, the propriate resource, the propriate resource, the propriate resource, the propriate resource of the propriate resource and the propriate of the propriate resource.

o product expending and of the power, Table Lies for the control of the power, Table Lies for the control of the power of the control of the

the state of the state of the configurations, 172 of these cases the state of the s

the state of the operation of repticing, from the part of the control of the cont



result, 131 of the 37 for cent) were seen in ole or it in the 131 cause, ("Light e.t) were seen in ole of it in the 131 cause, ("Light e.t) were seen in ole of it in the identified as contionally he dicarred. The states the pattern constraint emable time devoted the information or nelm in relation to a fine variable who it information or nelm in relation to a fine variable or new confirm the continuous and the provided of the received a meant deal of individualized attainty. The constitution of the part of the received as the real of individualized attainty with the current of the received and the real of the received at the real of the received at the real of the received at the real of the received at the real of the real of the real of the real of the received at the real of the real

The most construct the literature restricted to a signature of the construction.

175 6 35 1 162E

. The state of the

The second secon



and the line of the control of the control of the attention of the control of the

The control of the co

in a trace of a control of a control of the Number of Section 1 and the section of the section o

the state of the s

The state of the s

20 2 2

TO THE RESERVE OF THE STATE OF

<u> </u>					::					iotal
	 · .	•.	·	·	F. 1.	× 471.	Ar ".	Y : I	*un∙	
				,		۲,	•	7		5
		-	•			۲ ۱ ۱	•	ć	7,	5 42
-	-			,	, , :	-4 - -				36 48 31
	-	,	: - - - - -	ě	•			· - - -		40 27 20 30
		•	•		1. -			4 2		23 33 11
	^				i a	,	, , ~	i		(F.)
								•		7 2 3 • • •
•	-			,		• 5	•	• •• •		. 1 1,
					•			;		. *

at a differen

. - E/A.M. H. FMATION .J .li F. . E. DI DIALIDIN

				_
	. *			<u>, </u>
	**	→	**	1
. " <u>-</u> -		₹	•	-,
		•	=	ŗ
_			•	•
			<u>.</u>	F
•		**	•	•
			,	
-		:	·	** ;;
	•	•	<u>.</u>	<u>.</u>
	•		٠,	É
•	•			,
		-	5	3
- -	•	-•	-	$\overline{l_{4}}$
-	•	•	4	4
_	=	•		I,
	Ξ	•	,*	£, =
	•	_		•,
		_		
	+	;		<u>.</u>
		,		
	į			•
_ _ -		4		٠,
	-4		•	.1
•	-•	*,	•	3
				П
· · · · · · ·	•	٠,	* * * * * * * * * * * * * * * * * * * *	4
•	•	**	**	**

- and a little of the pole of remoditant in the program of the progr
- The property of the small set with small s
- $\lim_{x \to 0} \frac{y}{x} = \lim_{x \to 0} \frac{y}{x} = \lim_{x \to 0} \frac{1}{x}, \quad x = y = 1; \quad y = -\frac{y}{x} = 1;$

A little condiction of for a condiction of the percent of a condiction of the percent of the condiction of the percent of the condiction o

The local terms of the trivers substants last of the tensor of the tenso me in the arm of the entering according.

The control of the co

the the room of level of collectorthe attended to the level of the lastings

the to 'I triom that otherwise to the lastings the to it this obtained on the action and the conoff of the control of the configuration of

and in arthur to the contract profite ins

in a real dense, the special work with some of these children has any regar, and it will be important to follow them closely during the next 1 and 2 are.

A leaf largue date. Served to this component are described below.

"The notice of the love of algore, or like the equal."

It is a fifth a value of the loss to the reat."

It is no friends throw the loss to the reat."

It is no ever like the notice of the loss to figure the form the form the figure of the loss to figure the form the figure of the loss to figure the form the loss to figure the figure of the loss to figure the figure of the loss to figure the figure of the loss to figure the figure of the loss to figure the figure of the loss to figure the figure of the loss to figure of th



The property of the property o

end to murticie end to the trip here. Areats also more to murticie end to murticie end to murticie end to murticie end to the end to

or of the state of the test series of ride of the series o

The control of the co

rate, an retuged to a to school.

The return of the line of lines. As a rependatrist,

The return of the lines of the lines of the school. She

The return of the lines of the

records the constant of primary, in the contract of the constant of the consta

the particle of the policy of the policy to the restrict the roblem of the policy of the policy to the policy of the policy to the policy of t

eggio it to torner indicates that the nome smells of urine.

In secretarin; she was advised of the resitive assets of her
commuter. We told of his inspitalization and omeration for a

struction. We is not retting during the day but is still

and the jit. Tother etcare and takes aim to the athroom

the result of the military of moving the aby into ais

and the first of the could be thin of the part in the first thing

the first of the could be thin of the baby has to have

the court door, the how the child alars, is constituted very

the first of an army indicability in bis enitals.

The court is a result of a course Father row showses with the

the first court in all the court may be resulted to death than

the course mover him. The state covers him, he will not

the course mover him. The state covers him, he will not

in the view ine goes a not to eve the little one into I's bedno released to see him and knows the consequences: To bi, light.
The control of the recommendation of the evening out to play quiet games,
the constant for the hild his venis, particularly
the constitution of Tother is not to say anything about this at
the trol of the relation of the second time is a particular venically
to the traction of feels by any and stronger, he will not wet
the traction of the sand accepted for selp from a children wis-

the control of a collection theoretic transfer reformal. The



the transfer of the school $1-\epsilon$, $10-\epsilon$, $1-\epsilon$, $1-\epsilon$, and $1-\epsilon$, and $1-\epsilon$, and

the state of the s

of or interval to the control of the on one carry of the to e. e is wraid to the star more sale to superior me. I heresteded her to rect the new period to rect in section. The came as requested to the terms of the contract of the maternal quantitation. The are the nother midden up Taiter tork, she had to pro-The race the the external mandrother's neck. The mails stricked that main the faternal methods of age, the faternal methods are like aternal to the start of the The settings, we can torough the house seeking mrant other. manuficat toler te act i mid of or time to take her there '-. To say the merice to der Tother; then fight constantly. ... to to to home of there and refuses to core 'ore. in a second or or that she appropria to choke I. who can be of and the considerate was rain to fill her own child and the constant the hora, it was a disof thorn. The way is the first too, or less is jest exactly to de of the control of the first tenderal mand other visited to the control of t the second the second of the respondence of the all transporter the control of the co - + 1 - A. Party Comits for a recontion. Cotten to t The state of the s









The state of the s

The property of the formation of the property

time to a figure to tag

time to a figure to tag

time to a figure to tag

time to a figure to tag

time to a figure to tag

to a figure to tag to a figure in the reserve and

the area figure to tag to a figure a specification to tag

the area figure to a figure tag to a figure to

The community of the case and the control of the control of the case and the case of the c



en la grande de la grande de la companya de la companya de la companya de la companya de la companya de la comp La companya de la companya de la companya de la companya de la companya de la companya de la companya de la co

of the control of the

in the control of the control of the teachers and the control of the control of the teachers and the control of

CLINICAL HEARING TEST RESULTS

	Number Tested	
Grana i	3	
remain late	1	
Danie s ne	16	
Liner File	<i>L</i> ,	,
W 15twood	9	
salmut Grové	ϵ	
ty. Hamilton	2.0	
Hermuda .	6 58 plus 5 retests = 63	

TALL HAVE A PRIMITED THE TOTAL OF WITH LOW CONCLUDING TO THE PRIMITED TO MITH LOW CONCLUDING TO THE PRIMITED T

* The second of the second of



Bereit A. Carlotte Brand

to the control of the control of and was all lited weekly there after the control of the control





Wissouri School for the Blind

ESTAB SHED 1851 3815 MAGNOLIA AVENUE

St. Louis, Missouri

March 13, 1972

7 F CE PHONE 4 -14-776-4320 (2 F COTE 63110

BOARD OF ADVISORS

M.M. EN EWS, PHIS SHIT, ALTER

AND MINE ... FRES SINT, SA EM

SERVICE ED N. M. MBER, LANE

MARCH ... MARCH ... SPEED RAM EAL

TO A DO NO. O. M. MREP, ST. ... S

Mrs. Mildred Winter, Director Parent-Child Early Education Program Ferguson-Florissant School District 655 January Florissant, Mo. 63135

Re: Kenneth Louks

Dear Mrs. Winter:

Thank you very much for your referral of Kenneth for evaluation, probably in the direction of his becoming a pupil here at MSB next fall. Kenneth was seen by several of us on February 17th, and I am finally getting this report off to you. I'm sorry that our Speech Therapist, Mfss Kay Koncen, was absent on that day and not able to see Kenneth, but I am hopeful that Mrs. Henderson will bring Kenneth back for our pre-school conference late in April, so that he may be seen both by Miss Koncen and by cur School Pediatrician, Dr. Max Deutch, at that time.

Kenneth was seen by the teacher of our Special A classroom, Mrs. Jackie Verbin, and she passed along to me the following recommendations regarding work with Kenneth both in school and at home:

1. Demand usage of acceptable language, for example:

phrases

sentences

no baby talk (no repetition)

- (a) car instead of car-car
- (b) home instead of our house
- Stress "big boy" behavior no kicking, head up, no-means no:
 using a consistent reward and punishment system.
- 3. Discuss all activities Kenneth takes part in, whether unusual, new, or everyday undertakings. Be sure to include meals. Naming foods on his plate, textures, tastes and color.

Example: The cereal is sweet and crunchy. When we put milk in the bowl the cereal gets wet.



Also discuss weather, and the change in clothes necessary for change in weather.

4. Continue concept work with (a) location: in front of

behind beside

to the left of to the right of

under over

(b) size large-big

small

larger than smaller than

tal¥ short

medium or middle size

5. Continue rote counting to 100 ~

6. Continue ABC's rote

7. Stress self-help work:

- putting on and taking off coat, hat, gloves, slacks, shirt shoes and socks.
 - a. buttoning
 zipping
 snapping
 lacing

8. Work on good grooming:

- a. Washing hands and face by self with soap and water
- b. Combing hair by self
- c. toileting sel ".

9. Mobility

- a) maneuvering self around familiar and unfamiliar environment.
- b) following direction----walk forward

backward

to the left

to the right turn around

c) march

- d) skip
- e) run
- f) gallop

10. Auditory memory

Read stories to Kenneth, and have him tell you what story is about, or who main characters are, etc.

Kenneth was also seen by the head of our Orientation and Mobility Department, Mr. Bob Scheffel, and he has made the following recommendations:

Encouragement in the area of supervised but independent movement should begin immediately. Exercises (especially walking and running) involving flexion/extension of the ankles and knees will aid the development of normal gait.



a. The Salar

- 2) Non-directive movement should be discouraged immediately as this is a possible origin of mannerisms. Such movement was noted to be turning in circles and "hand flapping".
- Because of the difficulty of evaluating his auditory discrimination and localization due to a confusion of responses, a higher communicative level and/or more discipline is thought to be desireable for future evaluations and instruction.

Our Occupational Therapist, Mrs. Suzanne Hays, spent a little time with Kenneth and also with his aunt and father, and I believe that her recommendations will be pretty well included in the ones that have already been made and in the one that I am about to make myself. My own efforts at testing Kenneth were unsuccessful, so far as getting Kenneth to cooperate and verbalize with me are concerned. I did present testing material from two tests to both his aunt and his father, with resulting scores indicating that Kenneth can, when at his best and in a familiar surrounding, perform at least at a low normal level.

On the Maxfield-Buchholz Scale of Social Maturity, his social age totalled out at 4.45 and his social quotient at 89. His problem areas at the three to five year levels include: drying his own hands acceptably, caring for himself at toilet (including wiping), washing his face unaided, unbuttoning front and side buttons, putting on' coat or simple garment unassisted (and correctly), eating with fork with only moderate spilling, using all the personal pronouns with some understanding, using past tense and plural forms correctly, taking active part in dramatic play, adjusting readily to group situations involving some conformity to rules, making forms with some approximation to that of the intended object (such as people, animals, etc.), asking questions about meanings of words - how things work what they are for, being spurred on in various activities by competi- . tion of other children of approximately the same and group, telling a long familiar story, carrying out extended objects involving physical activity which continue from one day to the next, and movement about his immediate neighborhood (beyond the next door yards). During his sixth year, he should be making significant progress in the followings areas: brushing his teeth with only general supervision, dressing himself except for tying bow knots, buttoning fairly large front and side buttons, hanging up his cloths as part of dressing or undressing, brushing or combing his hair independently, tying simple bow knots which remain tied, using a knife for cutting and spreading soft foods, skipping or hopping on one foot, usually differentiating between pretending and actual fact, and telling with reasonable accuracy whether it is morning, afternoon or evening. It is not expected that Kenneth would accomplish all these things within this next few months, but it is hoped that some attention might be given to many of them, in rather relaxed and unpressured fashion, but with some definite attention toward helping him to make progress in many of these areas. derson points out that he overdoes some things, such as taking off



his shoes, responding to music, memorizing, and the like. The over-doing of these activities should be discouraged, of course, and he should be helped to do these things appropriately and with broadening of skills and activities. She also mentioned that he does other things when he wants to or only in familiar surroundings - he is no doubt very inconsistent in a number of these things and not likely to perform well in new situations. One of the big issues, of course, will be helping him to respond more readily in new situations and put his skills and abilities to more consistent use very early in his new surroundings and contacts.

We also went through the first five levels of the Interim Hayes-Binet Intelligence Test for the Blind, with a resulting mental age of 4 years 7 months, and an intelligence quotient of 90. At year III, Kenneth is not yet ready to point or hand over the longer of two sticks several times in a row, when handed to him in alternating hands or placed in different positions before him on a table. At year IV, he is not yet ready to answer the why or what for of both houses and books, and he is not yet ready to handle as many as two opposite analogies, such as "brother is a boy, sister is a ____, in daylime it is light, at night it is ____. At year IV-6, he probably can not yet repeat four digits, tell what common objects are made of (house, window, book), or consistently answer correctly the question "is this morning or afternoon?"

His limitations at year V would center around repeating correctly a sentence of some ten words and scoring on at least three opposite analogies of the sort mentioned earlier. At year VI, he would have difficulty counting out and handing to another person a specific number of cubes asked for, would not be able to get four opposite analogies correct, and would not catch on to the idea of repeating two digits back-Mrs. Henderson and Mr. Louks both feel that Kenneth is capable of repeating three digits forward, sentences of five or six words, correctly and consistently counting two, three, or four objects, as well as counting as many as thirteen pennies, pointing to parts of his body and correctly telling the use of some of them, giving his name and telling whether he is a boy or girl, consistently handing over the larger of two cubes, defining words as high as the six year level, and being able to give the basic differences between two common objects in his environment (such as bird and dog or wood and glass). If he were able to do all the things that I have mentioned in these last two paragraphs, So, we do not expect him to his I.Q. would be up in the 120 bracket. accomplish all of these things in a short perio of time, but we hope that he will again make some significant progress in the months just ahead.

I think that all of us who saw Kenneth were impressed with the interest that both his aunt and his father have in him and the effort that they are putting forth to help him to grow and develop as rapidly and as normally as possible. I'm sure that we all realize that Kenneth has not developed as rapidly and as well as a child normally would in the first five years of his life, nor has he made as much progress as

the visually handicapped child might normally be expected to make. While it did not appear to us that Kenneth's hearing problem is a particularly problematical one, there is no doubt that his speech development is considerably below that or the average five year old. Pro lems in this area can certainly spill over into other areas and cause interuptions in or difficulties with the normal growth process.. We would like to urge you, the folks at home, and the folks at Delta Gamma to continue working with Kenneth ir pretty much the same fashion that you ve been doing. We have the feeling that he is making the kind of progress that we would expect him to make at this stage of the game and with the difficulties he has, and we believe that all of you are doing a good job in your efforts to work with him. feel that it is important that no one get up tight about the situation or feel pressured into accomplishing more than would be reasonable for you to try or Kenneth to be expected to do within any given day or longer period of time. There are many things to be worked on, but they will not be accomplished in a day or two, a week or two, or a month or two, or even a year or two, so the important thing is to continue to work with him along the lines that seem appropriate and in the areas where he can best be motivated to put forth his own best efforts.

I hope that he will be ready for enrollment at MSB next fall, but I cannot presently say that he will be.. We definitely want to see him again the last week in April, and we may want to see him once more sometime during the summer. If he is enrolled at MSB next fall, it will almost surely be in our Special A classroom, as it seems unreasonable to expect him to make enough progress during these next six months to be ready for the more rigorous demands of our kindergarten room. A spirit of relaxed cooperation among all of you who are working with Kenneth at the present time and who will continue to work with him in the weeks and months just ahead will almost certainly serve him best. We hope that this report will be of some help to you and that you will feel free to call upon us if a naughty problem comes up that we might help you work out or if you have time to give us more detailed information regarding his progress and the probrem areas which seem most difficult to handle.

Thank you very much for your interest in Kenneth Louks, and we shall be keeping in touch with you during the spring season.

Sincerely yours,

Gol Mi Juice Bob McQuie, Counselor

cc: Virginia Murray, Delta Gamma Mrs. Ann Henderson

The second secon

						10 (3.2)			
restricting per a government from the plans when he reference is to the restrict a fraction of a new parties.	Predict gram this fix is believe conclusively by a most in the discount.	which is the common and the property of the state of the	Publics gour chi i when he are an aljeer to able awe are want.	Make Wour thill apolesine to another child he has the treatest discourtecately.	Make your shild eat almost everything on his plate before be no allowed to leave.	Funich or deny Lour chill something when you entobbling a lie.	Funish or reprimand your child for stealing money out of your purse.	Instat that your child perform when he is asked to a so for relatives or greats.	

3

Continued

32

(34)

(84)

Pre Post

Make your two-grar-old remain on the tollet until he has purformed his "duty," when you

. S

٠. ج

÷

know he has to go.

•	
-	
:: ••	
. ·.	
.	
:	
<u>.</u> .	
1	/
-	
• •	•
- A 🔆	
_	
. •.	٠.
	;
	:
	; .
	;. ;
	•

The state of the s

The control of the co

A BANCON OF CONTAINS ON THE POPULATION OF STREET OF STREET OF STREET OF STREET

The state of the second of the contract of the second of t

... Year year offit, then a his own mess when he can early offithe food at the runs.

Tall gone this the told good wind or reward her when the peratus attill willle you are combined her 11:11: *(*:

1). Finish your willd the confinite to play in blunch more after you thought be had gone to sleep at hit belifted.

ob. The ME Waster of rewards for your child if he high his before coming to the the third before coming to the the the the the third before the coming to

1. Take your child stop or runish him when you eateh it. Tingering his genitals.

	(68) (88) (98) (98) (98) (98) (98) (98) (9	
	17 (F. 14) 17 (1.12) 18 (1.12) 19 (1.12) 10 (1.12)	
	14 (4.7) 14 (4.7) 27 (7.24) 26 (7.24) 26 (7.24)	
	Pro Pro Pro Pro Pro Pro Pro Pro Pro Pro	

Continued

超到 经国际公司 医阴节 医牙状的 医精制的

 The state of the s

The control of the second of the control of the con

The control of the second control of the sec

.

·,

; ;,

٠,

F, w | F |

-

- : -- :

· []

,

ř. .

k !

:

,

in the graph of the contract of the second o

, ii

Ferguson-Florissant School District's

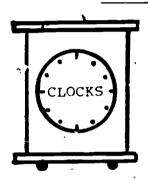
Saturday School HOME ACTIVITY GUIDE

71.2-27

In this issue:

Clocks and Calendars
Observing and Remembering

CLOCKS AND CALENDARS



CLOCKS are used to measure TIME--the minutes and hours that add up to
a day. When 24 hours have passed, a day and a night have
gone by. Then it is time for a new day to begin.

- Talk about: the numbers on a clock, the two hands, and now they move as the minutes and hours go by.
- Let your four year old hold up his right hand at "12", and move his left hand around to the clock positions for "1", "2", etc. up to "6". Then have him hold up his left hand and move his right hand to "7", "8", etc.
- Discuss some of the things he does "by the clock". What time does he leave for Saturday School, watch Sesame Street, go t bed?
- D.scuss typical MORNING, AFTERNOON, and EVENING-time activities. When deshe eat breakfast---morning, afternoon, or evening? Eat supper? Watch Sesame Street?

EACH DAY OF THE WEEK has a name, as this poem illustrates:

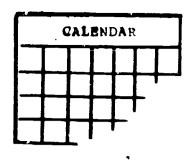


"Little Mousie Monday"

Little Mousie Monday wasned all day;
Little Mousie Tuesday ironed, they say.
Little Mousie Wednesday made the bed.
Little Mousie Thursday baked the bread.
Little Mousie Friday swept the house.
Just like any neat little mouse.
Little Mousie Saturday went to town
And bought herse F a pretty Sunday gown.

- Before bedtime each night, mark off the day on the calendar--- and when seven days have gone by, a whole WEEK has passed!
- •Also talk about YESTERDAY, TODAY, and TCMORROW. Yesterday is past, Today is always here, Tomorrow is coming. At the supper table, talk about what you are having today. What did he have yesterday for supper? What will you be serving tomorrow night?





A CALENDAR helps us keep track of the seven days of the week and the 12 months of the year.

- Leaf through a calendar and talk about the NAME for EACH MONTH of the year. What holidays do some months have? What is the weather sometimes like? What ac tivities can you do better some months than others?
- What is his BIRTHDAY month? When 12 months have gone by, a year has passed, and he's one year older. He may enjoy this BIRTHDAY FINGER PLAY:

The first year I could only crawl. The second year I stood up tall. The third year I could ride a "trike." I swam and waded in the pool, The fourth year I could fly a kite.

th year I grew very tall. Th. I marked the place upon the wall. And then I started off to school!

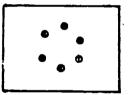
OBSERVING AND REMEMBERING



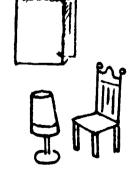
The Order of Things - While your child covers his eyes, arrange three (then four, then five) objects in a row on a table. Let him look at the objects for several seconds. Then have him turn away from the objects and name them in order (left to right). Change the order of the object and play again.



Touch and Tell! - Have your child observe you closely as you touch three (then four, then five) objects in the room. Have him tell you, in the correct order, what objects you touched. If he cannot remember, give some hints---"It is red." Take turns.



The Case of the Missing Marble - Place marbles, balls, or construction paper circles (each a different color) in the center of a white piece of paper. Have him close his eyes while you remove one of the marbles. Then have him tell you which color is missing. Start with three marbles and increase the ' number as his skill improves. Take turns.



Hide Away - As you walk around the room or house, place three small objects in a groce y sack. Then have your child name the objects in the bag. Increase the game's difficulty by increasing the number of objects you "hide-away" AND requiring him to name the order they were placed in the bag.

See-Shapes - Show your child a circle. Then have him look around the room and name two (or three) things in the room that have a circle shape (a lamp base, ashtray, plate, clock, button, bracelet). Do the same with a square, schair-seat, handkerchief, record album), and a rectangle (coffee table, door/ drawer, Kleenex box, window pane, candy bar.

Let your little HELPER decorate a Saturday School "Treasure" Box---to store some of his favorite Saturday School activities, including those that he will be making this summer.



PARENT-CHILD EARLY EDUCATION PROGRAM Title III, Sec. 306, ESEA







National Program on Early Childhood Education

9342 Dichman Industrial Court Olizette, Mi Jouri 63132 (314) 997-6112

fully 11, 1972

Mrs. Milared Winter 555 January Ferguson, Missouri 53135

Doar Mrs. Winter

From my prospective as a curriculum developer and evaluator in an early childhood education program, there are many features of The Sourday School Home Activity Guides that are appealing. For one thing, the guides, if used by parents, should help expand upon the variety of things children are able to do, helping children become more competent in their correct use of basic concepts pertaining to the attributes of objects (color, shape, size, texture, etc.), to space, to time, and to number; helping children make increasingly fine discriminations sing their senses of sight, hearing, smeil, touch, and taste; helping improve children's skills in such areas of thinking and expression as making comparisons, making logical inference from data, translating ideas from one form to another, recalling obsertions and events, spotting incorrect information, speaking in full sentences, and so on. They should als help increase children's skills in small and large motor activities. In a word, the activity guides are well designed to increase children's repertoire of competencies.

Another appealing feature of the guides is the fact that they attend to children's emotional, as well as cognitive development. One way they do so, relates closely to the equence in which activities are presented. They begin with simple concepts and activities likely to utilize knowledge and skills children already have. Gradually, the activities become more complex, as simple tasks are combined to form more complex ones. I rom my reading of the materials I would predict activities are sequenced in such a manner that children will not find them too difficult, with the result that they would be likely to perform well, be praised for their pertormance, and have a positive feeling toward their own capabilities. Another feature of the materials that would seem to contribute to the child's





self-esteem is the emphasis on crait projects children could readily make and the emphasis on activities in which the child could be a helper at home. Suggestions like children helping by sorting clothes that are to be folded, assisting in cooking and searching for safety hazards have the beauty of developing their sense of importance at the same time as they contribute to their competence as young thinkers and to their parents' pride in what their children are able to do.

We remy children in the Saturday School Frogram, I feel certain I said look forward to receiving the home activity guide weekly. The circuit is for each activity are clear and simple. The activities make use primarily of materials we would have at home and would cause no strain- on the family budget. Moreover, in each guide a variety of activities are presented, so that if one activity does not succeed, there would still be others that will. Finally, the activities would be fun for me and my children. As I would see them carrying out increasingly complex tasks, enjoying them as they carry them out, my joy in being one of their parents should increase.

It is clear that the Home Activity Guides are not in their final form. Several modifications could be made. For example, most parents would probably appreciate the suggestions for Christmas toys earlier, and perhaps teachers found that some concepts introduced early in the year and dealt with toward the end could get more emphasis during the middle. I also felt that several of the guides that came toward the end of the program dealt with topics that needed more time than one week, making it perhaps wiser to send parents guides for short two week units on topics like transprotation, communication, and animals from which parents could choose which units to deal with. Such problems as these are minor, however. The features of variety, clear directions, sound sequencing, low cost, and well chosen activities far outshine any problems i saw.

Sincerely,

Warren Solomon

Warren Solomon

W5 1-



ERIC Full Taxt Provided by ERIC
ERIC " Full Text Provided by ERIC
ERIC Full floor Provided by ERIC

E	APPENDIX	< -
PCBE PROGRAM SEQUENCE CHIPT CF SKILL DEVELOPMENT	IJS ZHOP	
Seacher		
1 1		
- Dec., Jan. 6 - Not Ac	GII	
THE CRITIO:	H5	-+-
		-∤
		+-
Carried Garage Control (Sealer of Alberta)		_}-
The second secon		+
		-~
		~∱
		-
		-1
		-
		7
<i>i</i> .		
		7
Control of the state of the sta		
		7
క్రించ్స్ కొన్నాలు ఉన్న కున్న నిర్మాణకున్న		ヿ
		7
		$\neg \gamma$
		\neg
turns and sha		\neg
expresses feelings in acceptable ways		

APPENDIX V

Pargusch-Florissant School District PARIMT-CHILL EARLY EDUCATION PROGRAM 1971-72

\(\begin{array}{c} \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\		Jimool				
Hor.e	-Samuel Telabhar					
	PUSTTEST CO	CRES				•
	Turblogical Age	yrs.	mos.	-		
	Mental Age	yrs.				
	•	yrs.	mos.			
	Language Age	yrs yrs.	mos.			
	Visual-Motor Integration	yrs				
	I PERUDNAL AND SOCIAL DEVELOPMENT			10)	Achieved as of June	ot Yet
THE	CHILD: ·	_	Check one	as A	A as	Z
	Takec turns and shares					
$\frac{1}{2}$.	Expresses feelings in acceptable ways					
3.	Consistently completes a task					
4.	Shows self confidence in trying new ac	tivities			·	
	II LANGUAGE DEVELOPMENT					
	Speaks in sentences of 5 or more words			\top		
$\frac{1}{2}$.	Articulates clearly	<u> </u>		$\neg \uparrow \neg$		
3.	Tells his whole name					
4.	Touches and names parts of the body					
5.	Describes objects as to size, weight,	texture				\Box
6.	Tells how things are alike or differen	t as to size,	shape,			
	color, etc.	long		-	-	
$\frac{7}{9}$	Follows a series of two or more direct	ot			-	-
8. 9.	Identifies a few letters of the alphab Identifies many letters of the alphabe	+				
ر ق: –	Distinguishes words that rhyme				1	
	Makes relevant verbal contributions in	group convers	ation			
	or discussion					
	III MATH AND UCIENCE CONCEPT DEVELOPM	ENT		-		
1.	Tientifies 6 or more colors	1		T		
2.	Identifies shapes: circle, square, tria	ngle, rectangl	e			
3.	Reproduces above shapes					
4.	Counts from 1 to 10 or beyond					
5.	Identifies size differences: big, lit Sequences rods, objects from shortest	tle, long, sho	ort, etc.		Ь	
5.	Sequences rods, objects from shortest	to longest			├ ──	
7. 8.	Reproduces a simple pattern from memor	<u>y</u>				
8.	Identifies and constructs sets of 1 to	<u> </u>			-	
9.	Identifies and constructs sets of 0-10			_ -	-	
	Recognizes numerals 1-5			-+-	+-	-
	Recognizes numerals 0-10	connesponding	sets	-	+-	
$1\frac{2}{3}$	Associates numerals 1 to 5 with their Associates numerals 0 to 10 with their	corresponding	r sets	-+-	 	
13.	Understands and applies the terms more	than less th	nan			
14.	onderstands and appries the ferms more	VIIIII TESS CI			<u> </u>	

IV MUTUR SKILL DEVELOPMENT	Achleved s of Jan		Not ret Achieve
Throws and catches a ball Check one:	6.	4	4
1. Throws and catches a ball 2. Walks a balance beam without stepping off	├─	╁	+-
1. Tempostrates orientation concepts:in-out, around-through, etc.	┼	+-	+
: lemonstrates orientation concepts:in-out, around-through, etc. : laps or marches in time with music	 	\dagger	+ :
F. Uses crayons with control			
7. Works a puzzle of 19 or more pieces	—	↓_	+
2. Includes major body parts and features in drawing a person	┼	╂	╂╌┨
Follows left to right progression in tracking and drawing	 	╁	╅┥
13. Frints nis first name correctly	一	+	1,
Ormorta Demondine OUTID.			
Comments Regarding CHILD:			
			_0
		-	
•			
			•
Comments Regarding PARENTS:			
			<u> </u>
·			,
		_	



APPENDING W

eacher author of highlet fall levelopment leafner the Fig.

SKIII DEGG 1Ves	Fried Con-	a equiencia.	Pate of December January	Achtovoment Forgaria Maria	AF U.	Not Achievel	MG En
l. Identifies t or norm colors	(ptc) les	(\$18) 200	45 (59)	(AS) 40) =	(\$# - xC	~
2. Identifies shapes: circle, square, triangle, rectangle	110 (10%)	355 (488)	119 (16%)	(終年) : ((新年) : (((新年) : ((新年) : ((((((((((((((((((((kg) 1 5	(چ
3. Touches and names parts of the body	340 (46%)	372 (44%)	(**:) OS	19 (-3%)	f. (-1%)	æ	a C
4. Speaks in sentences of five or more words	578 (78%)	96 (13%)	33 (48)	(%2) 81	(#1) &		σ
5. Articulates clearly	521 (71%)	69 (13%)	9 (1%)	13 (2%)	9 (1%)	83 (11%)	, n :
6. Tells his whole name	311 (42%)	286 (39%)	(31) 64	37 (5%)	(\$17) 20	24 (38)	14
7. Counts from 1 to 10 or beyond	311 (42%)	215 (29%)	116 (16%)	42 (6%)	21 (3%)	(84) 65	14
8. Throws and catches a ball	205 (28%)	341 (46%)	115 (16%)	36 (5%)	23 (3%)	14 (2%)	14
9. Uses crayons with control	225 (31%)	175 (37%)	124 (17%)	62 (8%)	30 (4%)	18 (2%)	14
10. Uses scissors with control	135 (18%)	267 (36%)	182 (25%)	70 (10%)	45 (6%)	35 (5%)	-ਤੇ ਦਾ
							100

7
_
ī
5
ر-
-:
:
$\vec{}$
::
:

intia de Contrata			redo so	or obor	fanuary.	1	Antion Foliation Market		A P. E.	i in a delivera		1	ا ۲۰
11. Identifies (to lifter- ences: tlg. little; long, short; etc.		(241)	 	(#14)	ئ ئ	(× 1 ×)			÷	*		•	
12. Sequences rais, objects from shortert to longest	r I	(\$1.)	370	(3.7 %)	270	(2.12)	ž	(); ;		<u> </u>	₩.ē. 	•	
13. I lentifies and constructs sets of 1 to 5		75 (10%)	5.50	(30%)	£ 25.	(35%)	3 -7	(. · ·)	50	(F)	(t) (t)	•-	
14. Reproduces shapes: circle, square, triangle, rectangle	0	(RE)	148	(202)	190	(27%)	16.1	(****)	105 (13	(ktl)	11 (14.)	L.	
15. Works a puzzla of 10 or more pieces	106 1	(14%)	720	(37%)	642	(24	(\$\phi_0\)	35 (11:11	36 (35%)	ੜ	
16. Walks a balanse beam without stepping off	C1 /S	(%7)	208	(30%)	275	(201)	101	(15%)	70 (1	(\$0		℃	
<pre>17. Demonstrates orientation concepts: in, out; around, through; etc.</pre>	45	(29)	168	(23%)	384	(52%)	75	(10%)) E	7 () () () () () () () () () (19 (3%)	†į	
18. Takes turns and shares	114	(15%)	361	(484)	154	(21%)	29	(36)	55 (()	(%%) 70	\sim	
19. Expresses feelings in acceptable ways	115	(15%)	293	(368)	179	(54%)	ب	(8%)	58 (8%)	(\$5) 01	<i>a</i>	
20. Describes objects as to size, weight, texture	11	(1%)	22	(3%)	395	(53%)	907	(\$8?)	63 (8 %)	50 (7%)	7	
21. Identifies and constructs sets of 0 - 10	2 8	(\$17)	29	(% 7)	278	(38%)	141	(19%)	102 (1	(14%)	155 (21%)	15	101
	_ `												

at the tenth of the tenth of

	T - Add Districtly accounts to account the second s		- and the second of the second					***	-
	SALL BOOKER	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	To All of the Market Ma	December 7	Mathematic Section	Esta W		11.13 G.14.	<
	6-1 61 and 11 on 14000 48 150	(10) / 1	(# 1) .te	(204) 128	(2027 911	(2/) 14		C,	
	23. Recognition a month 10	(4) (7)		218 (3.5)	192 (244)	70 1112	11- (17")	- 1	
	24. Reprofuses (cl.pl) pastern from menor	(20)	103 (14%)	(४८६) (४८८)	(261) 881	(*17) 89	(,5)		
	25. Follow, a series of two or more directions given simultaneourly	(15 (17) 11	3.7 (443)	, y y (31%)	(30%)	(181) (181)	C x x x x x	' S	
	26. Claps or marging in time with music	C (13)	14 (22)	254 (34%)	211 (28%)	143 (19%)	120 (1940)	c	
21	27. Follows left to right progression in tracking and drawing	(21) 7	0.00 (3%)	747 (33%)	160 (21%)	190 (25%)	136 (173)	-	
3	28. Associates numerals 1 to 5 with their corresponding sets	28 (##)	58 (8%)	269 (37%)	241 (33%)	80 (11%)	51 (78)	τ,	-
	29. Associates numerals 0 to 10 with their correspond-ing sets	7 (13)	33 (5%)	(\$41) 66	264 (37%)	118 (16%)	201 (28%)	ů,	7
	30. Identifies a few letters of the alphabet	84 (113)	62 (8%)	110 (15%)	509 (41%)	99 (14%)	77 (11%)	1.1	
	31. Identifies many letters of the alphabet	17 (28)	(%4) 67	91 (13%)	199 (27%)	134 (19%)	254 (35%)	₹.	
	32. Distinguishes words that rhyme	(% 0) 0	3 (<1%)	16 (2%)	269 (37%)	(30) 120	220 (30%)	70	102
		_							

APPENDING A " ontinued

SKill Sbjeerives	rator.	Totate P	Perceptory Jona err	110 20 110 W	11.2	[]	4 5
33. Includes major bold parts and Patures in drawing a person	14 (14)	11 (12)	7. (104)	C (#) (68)	()	· ·	, _, •
34. Shows self-confidence in trying new activities	36 (58)	104 (15%)	(221) 211	(328) 250	(#51) * (1		: -:
35. Tells how things are alike or different, as to size, shape, color, etc.	(\$0) 0	(TZ) h	(301) 22		St. (473)		ec.
36. Makes relevant verbal contributions in group conversation or discussion	ر (الاهر) الا	15 (2%)	71 (10%)	140 (20%)	303 (43%)	164 (148)	-1 -1 -
37. Understands and applies the terms more than and less than	(r) 0	(23) 23	17 (5.8)	(861) 有11	() () () () () () () () () ()	1.8 (2.4)	••
38. Prints his first name correctly	2 (<1%)	(まれ) 6こ	125 (17%)	148 (20%)	275 (38%)	148 (20%)	į,
39. Constatently completes a task	11 (2%)	72 (10%)	107 (15%)	154 (223)	296 (30%)	111 (16%)	37
				5			

COLUMN CONTRACTOR DE SERVICIO (MIRLE 111, 111). BUN, 1186 LVALUACION REPORT: PROJECT MEAR II, 1371-73

(III.:	Parent-Onlia Early Adapation Promise							
. AMLITAD IY:	Mengunon Recognized ton 1 Mintrict (1-1)							
	165) Junuary Avenue - Newguron, Moscumb (3335)							
•								
•	Division of Plans and Supplement: Centers U.S. Office of Education 400 Maryland Avenue, S.W. Fashington, D.C. 20202							
TAIR O'FMITTE	.: August 15, 1973							

Warren M. Brown

Superintendent of Journals

(Cignature of authorized represent live)



TABLE OF CONTENTS

		9	Page
Ι.	EVA	LUATION REPORT	
	Α.	Overall Objectives	1
	В.	Component Objectives 1. The Child 2. The Parent 3. The Staff 4. The Handicapped 5. Management Process	3 73 100 139 188
		Reference Information for the Handicapped	191
	c.	Conclusions and Recommendations	194
		Independent Educational Audit Report	
		Superintendent's Response	
	D.	Appendices	



4

I. EVALUATION REPORT

A. Overall Objectives

The overall objectives of the Parent-Child Early Education Program are designed to be achieved within a three year period. The evaluation findings for those objectives are discussed under each of the program components and are reported in terms of meeting the objective and often comparing it with results obtained at the end of the first project year.

The results of the second year of the program clearly indicate that the Saturday School Program has been effective with students, parents, and teachers

THE STUDENTS, as a whole, have shown growth both in cognitive and affective areas of development. Preliminary follow-up has shown these skills to be maintained. Special assistance to the handscapped, whether they have evidenced emotional or learning difficulties, has resulted in the amelioration of these problems.

T. PARENTS, as a group, have shown increasingly positive modes of perceiving and interacting with their children.

They have shown appropriate teaching techniques including reinforcement procedures and accomplishment of task objectives.

THE TEACHERS were found to have increased their use of appropriate teaching techniques and in the positiveness of their relationships with children and parents. Continual



2

teacher planning and assistance by consultants have aided this staff development.

While it has not proven possible to change 100% of each group on every aspect measured, the program has apparently effected considerable change in the vast majority of pupils, parents, and teachers involved in it.

Furthermore, we believe that the objectives of the program in its various components have resulted in a well rounded alternative plan for early education in which the home and school are joint partners.

B. Evaluation findings for product and process objectives achieved at the end of the past budget period are summarized under components for: THE CHILD, THE PARENT, THE STAFF, THE HANDICAPPED, and MANAGEMENT PROCESS.

It should be noted that on each rating scale used for evaluation the positive end of the continuum is given the higher figure while the negative end of the continuum is assigned a "one."



1. THE CHILD

a. Product Objective One

Upon completion of the first year in the Parent-Child Early Education Program, each pupil will exceed his expected growth, as determined by the developmental norm data of each test and by the pupil's original status on that test, by a minimum of one month in the areas of mental development, language development and visual-motor integration.

As part of a preliminary screening battery, all Parent-Child Early Education pupils were administered the Slosson Intelligence Test, the Northwestern Syntax Scale, and the Beery Test of Visual-Motor Integration in the fall or 1972. The results of these tests were used to identify pupils in need of further diagnoses and special programming and to provide data which could be used for both baseline and normative purposes. The three tests were administered to the pupils again at the end of the program year. A summary of the results of the fall and spring testing for all pupils for whom both pre and estest scores were obtained is given in Table 1. (Please refer to Appendix A for the frequency distributions of the scores obtained on the tests by these pupils.)

16.1



Table 1 Results of the Preliminary Screening Battery Administered at the Beginning and End of the Second Program Year: Slosson Intelligence Test, Northwestern Syntax Scale, and the Beery Developmental Test of Visual Motor Integration (N = 648)

Name of Test		Mean	Standard Deviation	t	- p	Range of Scores
Slosson Intell1- gence Test (MA)	Pre Post	63.29 78. 9 5	10.52 11.58	53.44	<.01	24-96 24-114
Northwestern Syntax Scale (LA) Receptive	Pre Post	· 43.68 60.62	13.43 14.65	31.67	<.01	19-87 19 - 93
Expressive	Pre Post	43.06 59.65	16.03 16.22	33.10	<.01	21-93 21-93
Beery Test (PA)	Pre Post	51.22 61.80	8.40 7.72	10.83	<.01	33 -7 7 33 - 95

As can be seen in Table 1, there were statistically significant changes in all three tests in the direction of higher mean scores obtained at the end of the year administration than at the beginning of the year. Because the average chronological age of PCEE pupils entering the program in the fall of 1972 was 54 months, it was expected that their average mental, language, and perceptual ages would also be approximately 54 months. As the data in Table 1 show, the average entering mental age was a little more than nine months higher than expected, the average receptive and expressive language ages were more than ten months lower than those expected, while the average



perceptual age was only slightly lower than empected. Upon exit from the program the average chronological age was 61 months. The average mental age at this time was 79 months, 18 months higher than is usually obtained; the average receptive and expressive language ages were 60 months, one month lower than is usually obtained; and, the average perceptual age was 62 months, one month higher than that usually attained in norming samples. Thus, the total sample gained, on the average, more than 16 months of mental age, 17 months of language age, and nearly 11 months of perceptual age during the seven months between test administrations.

Since the primary focus of the program was on the educationally disadvantaged child, it was imperative to compare the gains made by the primary target group with the progress of children with higher entering status, in addition to looking at the total sample.

Therefore, further analyses were done comparing the rates of change for the bottom third, the middle third, and the top third of the pupils on each of the three pre and posttest measures used.

Analyses of individual changes in each of the three tests showed the following:

1) Mental Age, as measured by the Slosson Intelligence Test - Of the 648 pupils obtaining scores on



both administrations of this test, 26 (4%) gained the eight months expected for them during the seven months between testings, 28 (4%) gained nine months, 28 (4%) gained ten months, and 492 (76%) gained eleven or more months in mental age. Fourteen pupils (2%) gained seven months of mental age during the seven months between administrations of the test, 49 (8%) gained between one and six months, and 11 (2%) either showed no gain or regressed in mental age. Altogether, a total of 574 (89%) gained the expected eight months of mental age or more during the seven months between test administrations.

On the Slosson Intelligate Test the bottom third of the pupils in the pretest distribution, who had scores of 59 months and below, gained, on the average 16.70 months of mental age during the seven months between testings. The middle third of the group, who had pretest scores between 60 and 67 months, gained, on the average 16.01 months; and the top third, who had scores of 68 months and above on the pretest, gained 14.23 months of mental age during the seven months between the administrations of the test. There were, apparently, only small differences in the average rate of growth between the three groups in mental development, as measured by the Slosson Intelligence Test. However, the greatest rate of gain was achieved by those with the lowest entering status.

- 2) Language Age, as measured by the Northwestern Syntax Scale
- a) Receptive Language Age Of the 648 pupils obtaining scores on both administrations of the test,

 14 (2%) gained the eight months expected for them during the seven months between testings, 16 (2%) gained nine months, 21 (3%) gained ten months, and

 442 (68%) gained eleven or more months. Sixteen pupils (2%) gained seven months of receptive language age during the seven months between administrations, 55 (8%) gained one to six months, and 84 (13%) either did not change their scores or regressed. In sum, 493 (76%) of the pupils met or exceeded the expectation of an eight month gain.

Comparisons made between the lower, middle, and upper thirds of the group showed the bottom third of the pupils had scores of 37 months and below and gained, on the average, 22.82 months of receptive language age during the seven months between testings. The middle third, who had pretest scores of 38 and 48 months gained an average of 16.49 months, while the top third of the pupils, who had pretest scores of 49 and above, gained an average of 11.55 months. There were apparently large differences in gain in receptive language age dependent upon pupils' entering status. Pupils with the lowest scores

gained more than three months for each month in the program; the pupils with the middle scores gained more than two months for each month in the program, and the pupils with the highest entering status gained a little more than one and one-half months for each month in the program.

b) Expressive Language Age - Of the total sample, 24 (4%) gained the eight months of language age expected for them, 22 (3%) gained nine months, 15 (2%) gained ten months, and 445 (69%) gained eleven or more months during the seven months between test administrations. Nine pupils (1%) gained seven months between testings, 60 (9%) gained between one and six months, and 73 (11%) either showed no gain or regressed. In total, 506 (78%) of the pupils equalled or exceeded the expectation of an eight months gain in expressive language age made for them.

Comparisons made between the lower, middle, and upper thirds of the group in expressive language age showed that the bottom third of the pupils, who had scores of 36 and below on the pretest, gained an average of 20.93 months between testings. The middle third, who had pretest scores ranging from 37 to 49 months, gained 17.50 months, while the upper third of the pupils, who had pretest scores of 50 months and above, gained an average of 10.77 months of expressive

language age during the seven months between test
administrations. Again, there were sizeable differences in gain among the three groups with the
pupils with the lowest entering scores gaining about
three months for each month in the program, the middle
group averaged two and one-half months, and the upper
group averaged a little more than one and one-half
months for each month in the program.

3) Perceptual Age, as measured by the Beery Test Twenty-seven (4%) of the 648 pupils attained the
gain of eight months of perceptual age expected for
them, 24 (4%) gained nine months, 43 (7%) gained
ten months, and 300 (46%) gained eleven or more
months. Fifty-four pupils (8%) gained seven months,
149 (23%) gained between one and six months, and 51
pupils (8%) either showed no change or regressed in
their scores. Altogether, 394 (61%) of the pupils
attained or exceeded the eight months of perceptual
age expected for them.

Comparisons made tetween the gains attained by the lower, middle, and upper thirds of the initial distribution on this test showed that the lower third, who had scores of 48 months and below on the pretest, gained an average of 17.09 months during the seven months between testings. The middle third, who had initial scores between 49 and 54 months, gained an



average of 9.81 months; and, the upper third, who scored above 56 months on the pretest, gained an average of 6.98 months. There were considerable differences in the average gains of the three groups. The pupils with the lowest entering perceptual age scores gained nearly two and one-half months for each month in the program whereas the middle group gained a little less than one and one-half months and the upper group gained approximately one month for every month in the program.

In summary, the various analyses of the data all show that the large majority of second year PCEE pupils met the criterion of eight months gain, or exceeded it, in the areas of mental, language, and perceptual age during the seven months of project This is especially true for the pupils operation. who initially scored below average for the group in The results of the two project years the tests. would show more similarities than differences. Pupils in the second project year had slightly higher initial and final mental age scores and slightly lower initial and final perceptual age scores than those pupils in the first project year. Slightly more pupils attained the goal of a minimum eight month gain between testings on these two instruments during the second project year. It is impossible to make direct



comparisons between the results obtained on language age during the two project years since the test used was changed. One reason for the change in instruments was the low ceiling of the test used during the first year where it was found that the highest third of the sample averaged a gain of less than four months for the seven months between testings. This difficulty was apparently overcome with the use of the new instrument as the highest group averaged a gain of more than eleven months. However, a different language test will be used next year. The reasoning for this is contained under recommendations and conclusions for the coming year.



b. Product Objective Two

Each primary target group pupil, who was found to be deficient on teacher ratings of the items listed below at the time of entry into the Parent-Child Early Education Program, will show an increase of a minimum of one step on a five-point scale, at the end of his first year in the program, in his:

- A. Responsiveness to learning activities presented by the teacher in the Home-Teaching sessions
- B. Achievement of the concepts presented during the Home-Teaching sessions.

Three hundred and twenty-five pupils had been provisionally identified as belonging to the primary target group as of March, 1973. Due to the attrition of nineteen pupils, the addition of one pupil considered to have emotional problems, the removal of eleven pupils as learning disabled and fifteen pupils who were not considered upon further testing to have hearing problems, the primary target group totaled 281 at the conclusion of the year. consultant specialists identified the 281 belonging to the primary target group to have learning problems due to environmental or biological factors including emotional disorders, learning disabilities, low intellectual functioning, mental retardation, experiential deprivation, and physical disabilities. Two hundred and eighty-one of these pupils received ratings by their teachers on their responsiveness to learning activities and attainment of objectives during both their first and last home teaching sessions.



The items relating to this objective, together with N's and percentages for each point of the scales, are given in Appendix B for this sample as well as for the Total sample and a sample consisting of pupils not identified as belonging to the primary target group. The means, standard deviations, t test results, as well as the proportions of pupils found to be deficient (rated less than "4" on each five-point scale), are given in Table 2.

As can be seen from the results given in the table, primary target group pupils were rated statistically significantly higher on all items pertaining to this objective during the last home teaching session than during the first session. Also, far fewer of these pupils were found to be deficient in these traits than had been the case in the beginning of the second program year.

Table 2

A Summary of Initial and Final Ratings of Target Group PCEE Pupils by Their Teachers on Responsiveness to Learning Activities and Achievement of Concepts in Home-Teaching Sessions (N=281)

				tandard	1			
		•		Devia-			Defic	
	Item		Mean	tion	<u>t</u>	<u>p</u>	N	
	sponsiveness to arning Activities							
a.	Outgoing vs.	Initial Final	3.69 4.31	1.33 1.00	8.04	<.01	114 47	41 17
b.	Cooperative vs. uncooperative	Initial Final	4.05 4.46	1.19 .81	5.82	<.01	77 35	2 7 12
c.	Talkative vs. hesitant	Initial Final	3.70 4.35	1.29 .89	8.91	<.01	115 4 1	4 1 15
d.	Interested vs. disinterested	Initial Final	4.28 4.69	.96 .96	7. 03	<.01	58 18	21 6
е.	Attentive vs. distracted	Initial Final	4.03 4.49	1.14	7. 05	<.01	82 33	29 12
	hievement of ncepts							
а.	Attained all vs. none of the ob- jectives	Initial Final	3.91 4.50	1.10 .76	9.44	<.01	98	35 11



An analysis of individual pupil change for those pupils initially judged to be deficient on each of the rating scales showed the following:

Responsiveness to Learning Activities

- 1) Outgoing versus shy Of the 281 pupils receiving teacher ratings on both the first and last home teaching reports, 114 (41%) were judged to be deficient in this trait initially. Of these 114 pupils, 32 (28%) gained one step, 41 (36%) gained two steps, and 21 (18%) gained three or more steps on this at the last home visit. Altogether, 94 pupils (82%) gained one step or more on this rating scale from time of entry into the program to time of exit.
 - 2) Cooperative versus uncooperative Seventy-seven
 pupils (27%) were rated as "three" or below on this
 five-point scale during the first home teaching session.

 Of the 77 pupils, 21 (27%) gained one step, 27 (35%)
 gained two steps, and 17 (22%) gained three or more
 steps in the ratings received during the last home visit.

 In total, 65 (84%) of the pupils rated as initially deficient in cooperation gained one or more steps in their
 final ratings.
 - 3) Talkative versus hesitant One hundred and fifteen (41%) of the 281 primary target group pupils were rated as deficient in this trait during the first home visit.

 Of the 115 pupils, 36 (31%) gained one step, 40 (35%)



- gained two steps, and 22 (19%) gained three or more steps in their ratings received during the last home visit. In sum, 98 (85%) of the pupils rated as "three" or below initially gained one or more steps in their final ratings of this trait.
- 4) Interested versus disinterested Fifty-eight (21%) of the 281 primary target group pupils were rated as being initially deficient in their interest during the first home visit. Of these 58 pupils, 13 (22%) gained one step, 31 (53%) gained two steps, and seven (12%) gained three or more steps in their final ratings. Altogether, 51 (88%) of those pupils judged to be initially deficient in this trait gained one or more steps in their final ratings.
- 5) Attentive versus distracted Eighty-two (29%) of the 281 pupils were rated as being deficient in attention during the first home teaching session. Of these 82 pupils, 25 (30%) gained one step, 33 (40%) gained two steps, and 13 (16%) gained three or more steps in their attentiveness during the last home visit. In total, 71 (87%) of the pupils initially rated as deficient in this trait gained one or more steps in their final ratings.

Achievement of Concepts

1) Attained objectives (all versus none) - Of the 281 primary target group pupils rated during both the first



and last home visits, 98 (35%) were rated as attaining 50% or fewer of the objectives (received ratings of "three" or less) during the first home visit. Of these 98 pupils, 30 (31%) gained one step, 47 (48%) gained two steps, and 10 (10%) gained three or more steps in their attainment of concepts as rated during the last home visit. In sum, 87 (89%) of the primary target group pupils considered to be deficient in this trait gained one or more steps.

In general, the large majority (between 82% and 89%) of those pupils judged to be initially deficient on the scales relating to this objective met the criterion of a minimum increase of one step in their final ratings. In terms of meeting these criteria, the findings of the first and second project years are quite similar. The main differences between the findings of the two project years are that 1) fewer pupils were judged to be initially deficient on the six rating scales and, 2) there were somewhat smaller decreases in the proportions of pupils judged to be deficient in their final ratings during the second project year.

As sta d in the Final Report of Project Year I the findings of 82% to 89% change obtained here probably represent more realistic expectations than those set forth in the objective. Again, it is hoped that the



goal of 100% attainment on all items related to this objective will be more closely approximated during the third year of project operation.



c. Product Objective Three

Each primary target group pupil, who was found to be rated as having less than very positive attitudes toward school by the teacher at the beginning of the Parent-Child Early Education Program, will increase by at least one step on a five-point rating scale in the positiveness of his attitudes toward school at the end of his first year in the program.

Two hundred and eighty-one of the 325 originally identified as belonging to the primary target group received ratings on their attitudes toward Saturday School during both their first and last home teaching sessions. The mean of the initial attitude ratings was 4.11 on a five-point scale and the standard deviation was 1.15. The mean of the final attitude ratings was 4.62 while the standard deviation was .72. The paired observations \underline{t} test comparing initial and final ratings yielded a t of 7.75 (p \blacktriangleleft .01).

Of the 281 primary target group pupils, 79 (28%) were judged to be initially deficient in their attitudes toward Saturday School (received a rating of "three" or less). Of these 79 pupils, 13 (16%) gained one step, 42 (53%) gained two steps, and 13 (16%) gained three or more steps in their final ratings on this scale. Altogether, 68 (86%) of those pupils considered initially deficient in their attitudes gained one or more steps in their final ratings.



in sum, there was a significant change in the direction of more positive attitudes of primary target group pupils toward Saturday School. This can be inferred from the statistically significant \underline{t} test result as well 's in the changes in ratings of 86% of the pupils initially judge to have neutral or negative attitudes. These results are fairly similar to those obtained at the end of the first project year. There were slightly more pupils (5%) achieving the criterion set for them and more pupils were judged to be initially deficient during the first project year as compared with the second year. While the criterion of 100% goal attainment set forth in this objective was not met in either year of project operation, a closer approximation of this goal was attained. Hopefully, an even closer approximation will be achieved in the third year of (For complete tabulation, see project operation. Appendices B-1 and B-2.)



d. Product Objective Four (Revised 8/71)

Each pupil, who was rated on any of the five scales on the Rating Scale of Self Esteem as having less than average self esteem by his teacher at the beginning of the Parent-Child Early Education Program, will increase by at least one step on each of those scales by the end of his first year in the Program.

Six hundred and lorty-nine pupils of the total enrollment in the second project year were rated by
their teachers on five five-point scales comprising
the "Rating Scale of Self Esteem" both at the beginning and end of the program year.

The items relating to this objective, together with the \underline{N} 's and percentages for each point of the scales are given in Appendices C-1 and C-2. The means, standard deviations, \underline{t} test results, as well as the proportions of pupils found to be deficient (rated less than "three") on each scale are given in Table 3.

Inspection of the table shows that PCEE children were rated as adapting more easily to new situations and showing a greater sense of self esteeem at the end of the second program year than had been the case at the beginning of the year. These inferences are based on the statistically significant test results and the generally decreasing proportions of pupils judged to be initially deficient on these scales. There were no statistically significant changes on the items of the scale dealing with pupils' reactions to failure, seeking of support, and seeking of attention.



Table 3
A Summary of Initial and Final Teacher Ratings of Pupils' Self Esteem (N=649)

-		$(\underline{N}=649)$					
			Standa	rd			<u> </u>
í B			Devia-	-			cient
Item		Mean*	tion	t	p	N	
1. Child adapts easily to new situ- ations, feels com-	Initial	3.41	.99			124	19
fortable in new settings, enters easily into new	Final	3.58	. 84	4.95	<.01	76	12
2. Child becomes upset by failures or other strong stresses as evidenced by such behaviors as pouting, whining, or withdrawing	Initial Final	2.51	.97 .98	~ 1	n.s.	103	16 16
is evidenced by	Initial Final	2.47 2.55	.99 .97	1.81	n.s.	110 110	17 17
4. Child continually seeks attention as evidenced by such behaviors as speaking out of turn and making unnecessary noises	Initial	2.76 2.77	1.06	<1	n.s.	8 9 84	14 13
5. Extent to which child shows a sense of self osteem, self respect, and appreciation of his own worthiness	Initial Final	3.18 3.44	.97 . 9 7	7.13	<.01	140 107	22 16

*It should be noted that "5" represents the positive end of the continuum represented by each scale.



An analysis of individual changes for those pupils

Judged to be initially deficient on each of the rating
scales showed the following:

- 1) Child adapts easily to new situations One hundred and twenty-four (19%) of the 649 were judged to be initially deficient (rated as "two" or less) on this scale. Of these 124 pupils, 53 (43%) gained one step, 26 (21%) gained two steps, and eight (6%) gained three or more steps in their final ratings. Altogether, 87 (70%) of the pupils rated as initially deficient in the ease of adapting to new situations gained one or more steps in their final ratings.
- 2) Child becomes upset by failures or other strong
 stresses Of the 103 (16%) pupils rated as initially
 deficient in this trait, 45 (44%) gained one step, 25
 (24%) gained two steps, and 5 (5%) gained three or
 more steps in their final ratings. In total, 75 (73%)
 of the pupils judged to become too easily upset by
 failures at the beginning of the year gained one or
 more steps on this scale at the end of the program
 year. It should be noted that 21 pupils who were not
 initially judged to be deficient (rated as "two" or
 less) became so in their final ratings.
- 3) Child seeks much support and reassurance from his peers or the teacher One hundred and ten (17%) of the pupils were initially judged to be deficient in this trait. Of these 110 pupils, 27 (25%) gained one



step, 31 (28%) gained two steps, and 12 (11%) gained three or more steps in their final ratings of this trait. Altogether, 70 (64%) of those pupils rated as seeking too much support and reassurance initially gained one or more steps on this scale at the end of the program year. It should be noted that 35 pupils who were not initially judged to be deficient became so in their final ratings.

- 4) Child continually seeks attention Eighty-nine (14%) of the pupils were rated as being initially deficient on this scale. Of these 89 pupils, 29 (33%) gained one step, 17 (19%) gained two steps, and 10 (11%) gained three or more steps in their final ratings of this trait. In total, 56 (63%) of the pupils judged to be continually seeking attention initially gained one or more steps in the direction of seeking less attention at the end of the second program year. It should be noted that 24 pupils not initially rated as being deficient on this trait became so in their final ratings.
- 5) Extent to which child shows a sense of self esteem Of the 649 pupils receiving both initial and final
 ratings on this scale, 140 (22%) were judged to be deficient initially. Of these 140 pupils, 70 (50%) gained
 one step, 29 (21%) gained two steps, and three (2%)
 gained three or more steps. Altogether, 102 (73%) of

the pupils judged to be deficient in their sense of self esteem at the beginning of the second program year gained one or more steps in their ratings of this trait at the end of the year.

In general, a substantial majority (63% to 73%) of the pupils judged to be initially deficient on the five rating scales relating to this objective met the criterion of gaining one step in their final ratings. These findings are somewhat lower than those obtained during the first project year where the proportions of pupils who achieved the criterion of a one step gain ranged from 73% to 83%. Also, in the first project year there were statistically significant differences on all five items of the scale compared to the significant differences obtained on two of the five items during the second project year. It is hoped that a closer approximation of the goal of 100% attainment of this objective will be met during the third project year.

Follow-up analyses were made on the self-esteem rating scales comparing pupils who had participated in the first year PCEE Program to pupils who had other types of preschool experiences and to pupils who had no preschool experience of any kind. Kindergarten teachers rated all pupils during the fall of 1972. The results of these analyses may be seen in Appendix C-3.



It was found that on three of the five scales, those dealing with adaptation to new situations, reaction to failure, and seeking of support, there were no statistically significant differences between the three groups. On two of the scales there were differences. On the scale concerns I with attentionseeking-behavior it was found that those pupils who had attended the PCLE Program received, on the average, more favorable ratings than either the pupils who had attended preschool programs other than PCEE or the pupils who had no preschool experience. the scale measuring the overall self esteem of children, it was found that those pupils who had preschool experience were rated higher by their kindergarten teacher than those pupils in the other two groups. It should be noted, however, that these differences, while statistically significant, were rather small. The greatest difference in means between any two of the three groups was .27 on a five-point scale. summary, it would appear that there were slight tendencies for kindergarten pupils with preschool experience other than that provided in the PCEE Program to be rated as seeking more attention but also having somewhat higher self esteem than PCEE pupils.



Product Objective Five

Each child in the Parent-Child Early Education Program who was found to be deficient on parent ratings of items in the developmental areas listed below at the time of entry into the program, will show an increase of a minimum of one step on a five-point scal, at the time of entry into kindergarten, in his achievement of Personal and Social Development; e.g., ability to follow simple directions; take good care of things he uses; take turns with other children; Language and Concept Development; e.g., speak in sentences; tell color of things; identify letter of the alphabet; Physical Skill Development; e.g., run, hop, and jump; clap or march to music; build structures with blocks or construction toys.

"wo behavior checklists, one entitled "Introducing My Preschool Child" and the other named "Introduc. ig My Kindergarten Child," were completed by parents prior to pupils' entry into the PCEE program in 1971 and into the kindergarten yéar in 1972 respectively. There were 47 three-point rating scales that were common to both checklists. The ratings of a total of 625 pupils who had participated in the first PCEE project year and who had entered kindergarten in the district in the fall, 1972 were collected and tabulated. A summary of these ratings including 1971 and 1972 means, standard deviations, paired observation t test results, as well as the proportions of pupils rated as being deficient (generally this means rated as 1 or 0; exceptions are noted where they occur) on each of the rating scales is presented in Table 4.



Table 4

A Summary of Initial and Final Parent Ratings on the Items of "Introducing My Preschool Child" September, 1971 and "Introducing My Kindergarten Child" September, 1972

Item		Mean	Standard Deviation	t	p	Defic N	ient
	AT DEM		-				
PERSONAL AND SOCIA	AL DEA	ELOP _M	<u> </u>				
MY CHILD							
Snaps, buttons, and zips cloth-	1971 1972	1.46 1.81	.59 .40	14.52	<.01	295 104	50 18
Goes to toilet by himself	1971 1972	1.93 1.97	.41 .18	2.10	<. 05	43 17	7 3
Takes good care of things he uses	1971 1972	1.43 1.61	.58 .49	7 .97	<.01	320 22 6	53 37
Pays attention and concentrates well	1971 1972	1.32 1.42	.53 .51	4.14	<.,01	382 335	6 5 57
Follows simple directions with-out reminding	1971 1972	1.40 1.50	.57 .51	3.89	<.01	352 . 291	59 4 9
Tells what ne wants or needs	1971 1972	1.94 1.92	.36 .28	-1.41	n.s.	40 50	7 8
Takes turns and shares	1971 1972	1.47 1.61	.56 .50	5.74	<.01	318 231	54 39
Remembers rules of games he plays	1971 1 97 2	1.25 1.55	.62 .54	11.42	<.01	38 8 253	66 43
Helps with simple household jobs	1971 1972	1.51 1.56	.55 .51	1.98	<.01	276 254	47 43
LANGUAGE AND CONC	ETT DE	VELOP	MENT				
Speaks in sen- tences of five or more words	1971 1972	1.91	.32	4.61	.01	50 21	8 4
Identifies 6 or more colors	1971 1972	1.57 1.94	.72 .29	13.20	.01	172 30	29 5

(Cont'd.)



Table 4 (Continued)

Ttem		Mean	Standard Deviatio		р	Def:	icient %
Recites rhymes, sings songs	1971 1972	1.49	.65 .50	9.22	4.01	257 163	44 28
Tells how things are alike or dif- ferent	1971 1972	14 1.74	.63	11.55	<.01	293 152	50 26
Identifies a few letters of the alphabet	1971 1972	1.28 1.79	.81 .48	16.71	<.01	287 101	50 18
Identifies many letters of the alphabet	1971 1972	.85 1.45	.91 .81	17.14	4. 01	381 200	66 34
Prints his first name correctly	1971 1972	.62 1.63	.84 .63	27.24	<.∩1	457 169	78 29
Tells his whole name	1971 1972	1.70 1.º6	.60 .23	10.52	<. 01	138 20	24 3
Tells his address	1971 1972	.77 1.47	.81 .72	19.45	4.01	448 231	78 4 0
Tells his tele- phone number	1971 1972	.32 1.10	.66 .89	20.09	<.01	521 316	91 55
Counts from 1 to 10 or beyond	1971 1972	1.66 1.93	.65 .29	10.48	4.01	144 32	2 4 5
MOTOR SKILL DEVELO	PMENT				•		
Can ride a tri- cycle or bicycle	1971 1972	1.98 1.97	.18 .21	4 1	n.s.	11 12	2 2
Runs, hops, and jumps	1971 1972	1.96 1.97	.19 .17	1.15	n.s.	22 14	4 2
Claps or marches in time to music	1971 1972	1.59 1.74	.58 .48	6.17	4.01	214 140	36 24
Uses scissors with control	19 7 1 19 7 2	1.16 1.64	.73 .53	16.41	4.01	384 198	65 34

(Cont'c.)



Table 4 (Continued)

T.F		Mean	Standard Deviation	t		Defi N	cient
Item		wean	Deviation		<u>p</u>		
MY CHILD HAS HAD T	ROUBLE	WITH:*					
Eating .	1971 1972	69 .56	.68 .65	-4.15	4.01	330 2 7 3	57 47
Sleeping	1971 1972	.31	.53 .45	-4.37	<.01	155 103	27 18
Stomach Irregular- ities	- 1971 1972	.20 .19	.43 .41	4 1	n.s.	1 1 1 106	19 18
Getting along with children	1971 1972	.83 .59	.70°	-6.96	<.01	3 7 5 281	65 4 9
Getting along with dults	1971 1972	.65 .42	.77 .69	-6.26	<.01	265 1 7 7	44 30
Unusual fears	1971 1 9 72	.42 .27	.55 .53	-5.67	<.n1	2 2 5 139	39 24
Nervousness	1971 1 97 2	.31 .26	.50 .47	-2.40	<.05	172 144	30 25
Thumbsicking	1971 1972	.37 .27	.71 .61	-5.30	<.01	134 105	23 18
Overactivity	1971 1972		.66 .54	-7.42	<.01	232 155	40 27
Daydreaming	1971 1972		.49 .45	-2.65	<.01	180 149	31 26
Temper tantrums	1971 1972	.62 .44	.57 .54	-7.69	<.01	334 242	58 4 2
Crying	1971 1972			-5.83	<.01	414 340	71 59
Lying	1971 1972			-2.65	4. 01	274 2 4 1	47 42
Tearing or breaking things	1971 1972			-9.69	<.01	237 122	41 21

(Cont'd.)



Table 4 (Continued)

And the second s			Standard			Def:	cient &
Item		can	Deviation	t t	p		
Wetting	1971 1972	.34 .21	.60 .50	-5.97	<.01	158 9 7	27 17
Speech	19 7 1 19 7 2	.23	.64 .53	8.65	<.01	206 101	36 18
INTERESTS 7 2F	RIENCES	<u> </u>					
Is read to	1971 1 97 2	1.56 1.56	.53 .52	4 1	n.s.	247 254	4 ? 3
30€- to library	1971 19 7 2	1.07 1.61	.84 .74	-2.19	<. 05	357 4 27	61 73
Watches Sesame Street	1971 1972	1.47 1.53	.63 .58	2.38	4.05	271 249	46 42
Takes tribs out- side the commun-	1971 1972	1.60 1.54	.54 .55	-2.20	<. 05	221 254	38 43

*All the scales in this area were scored as follows: 2 = often; 1 = once in a while; and, 0 = not at all.

Tor the complete frequency tabulation of ratings, refer to Appendix D-1.

their children higher in the areas of personal and social development as well as in language and concept development at the time of entry into kindergarten than they had at the time of entry into the PCEE rogra. They also rated their children as having fewer problems physically and emotionally at the time



of entry into kindergarten. These findings may be inferred from the statistically significant t test results and the differences in the proportions of pupils found to be deficient in the items at the two different times of rating. There were mixed results in the areas of interests and experiences and motor skill development. In some cases there were no statistically significant results; in a few instances there were reversals with parents rating pupils higher prior to entry into the PCEE Program than into kindergarten; and in a few cases, parents rated pupils higher upon entry into kindergarten than upon entry into the PCEE Program. Altogether, of the 44 rating scales compared, there were 37 statistically significant \underline{t} test results showing higher parental ratings in skill development and behavior at the time of entry into kindergarten compared to that exhibited one year earlier by children. of these 44 comparisons, seven were not statistically significant and only two showed a reversal with higher ratings given initially. Thus, the overwhelming evidence is that parents judged their children to have generally improved in almost all areas of development.



An unalysis of individual changes made for those pupils found to be deficient at the time of entry into the PCEE Program showed the following:

PEPSONAL AND SOCIAL DEVELOPMENT

- 1) Child sna , Juttons, and zips clothing Of the 591 pupils rated on this scale both in 1971 and 1972, 295 (50%) were judged to be initially deficient in this skill. Of the 295 pupils, 207 (70%) gained one step and 11 (4%) gained two steps.

 Altogether, 218 (74%) of the pupils identified as deficient at the time of entry into the PCEE Program gained one or more steps in their ratings by the time of entry into kindergarten.
- 2) Child goes to the toilet by himself Of the 593 pupils rated on this scale both in 1971 and 1972, 43 (73%) were initially judged as being initially deficient in this behavior. Of the 43 pupils, 37 (86%) gained one step and one (2%) gained two steps. Itogether, 38 (88%) of the pupils identified as deficient at the time of entry into the PCEE Program gained one or more steps in their ratings.



- if those judged deficient gained one or more steps by the time of entry into kindergarten.
- 4) Child pays attention and concentrates well of the 588 pupils rated on this scale both in 1971 and 1972, 382 (65%) were rated as deficient in this behavior. Of these 382 pupils, 124 (32%) gained one step and 2 (1%) gained two steps.

 Altogether, 126 pupils (33%) met the criterion of an increase of one or more steps.
- Of the 592 pupils rated twice on this scale, 352 (59%) were rated as being deficient in this trait.

 Of these 352 pupils, 146 (41%) met the criterion of a one-step gain on this three-point scale.
- pupils rated twice on this scale, 40 (7%) were rated as "0" or "1." Of these 40 pupils, 31 (78%) gained one step and 1 (2%) gained two steps. In sum, 31 pupils (80%) met the priterion of a onestep gain or more on this behavior as reported by their parents.
- 7) Child takes turns and shares Of the 593 pupils rated on this three-foint scale both times, 318 (54%) were judged to be deficient on the first rate of these 313 pupils, 145 (46%, of the criterion of a one-step gain in their final rating.



- 537 pupils rated by their parents on both administrations of the behavior checklist, 388 (66%) were judged to be initially deficient on this scale. Of these 388 pupils, 184 (47%) gained one step and 16 (4%) gained two steps in their second rating of this trait. Altogether, 200 (52%) pupils met or exceeded the criterion of a onestep gain in their final ratings of this trait.
- 9) Child helps with simple household jobs Of the 592 pupils rated on both administrations of the checklist, 276 (47%) were judged to be deficient on their initial rating. Of these 276 pupils, 131 (47%) gained one step and 2 (1%) gained two steps. In sum, 133 (48%) of the pupils judged to be deficient met the criterion of a one step gain in their final rating.

LANGUAGE AND CONCLPT DEVELOPMENT

13) Child speaks in sentences of 5 or more words - Of the 593 pupils rated upon entry into both the PCEE a. Lindergarten years, 50 (8%) were judged to be deficient in their first ratings of this skill. Of these 50 pupils, 40 (80%) gained one step and 1 (2%) gained 2 steps in their second ratings. Altogether, at 51%, 51 the pupils rated as deficient in this truit met the criterion of a minimum of a one-step gain on this three-point scale.



- 11) Child identifies 6 or more colors Of the 588 pupils rated initially and finally on this scale,
 172 (29%) were judged to be deficient in this skill.
 Of these 172 pupils, 101 (59%) guined one step
 and 58 (34%) gained two steps in their final ratings. In sum, 159 (92%) of those pupils judged to
 be initially deficient met or exceeded the criterion of a one step gain in their ratings
- 12) Child recites rhymes, sings songs Of the 589

 pupils rated rated twice on this three-point scale,

 257 (44%) were judged to be deficient in this behavior. Of these 257 pupils, 156 (61%) gained one

 step and 5 (2%) gained two steps. Altogether, 161

 (63%) of those pupils judged initially deficient met
 or exceeded the criterion of a one step gain.
- 13) Child tells how things are alike or different Of the 589 pupils rated both times on this skill, 293 (50%) were judged to be deficient on the first rating. Of these 293 pupils, 179 (61%) gained one step and 16 (5%) gained two steps in their final ratings of this trait. In sum, 195 (67%) of the 293 pupils met or exceeded the criterion of a one step gain.
- 14) Child identifies a few letters of the alphabet Of the 572 pupils rated on this skill twice, 287 (50%) were found to be initially deficient. Of these 287 pupils, 166 (58%) gained one step and 69 (24%) gained two steps in their final ratings. 'Altogether, 235 (82%) of the 287 pupils met or exceeded the



criterion set for them.

- the 580 pupils rated twice on this skill, 381

 (66%) were found to be initially deficient. Of
 the 381 pupils, 142 (37%) gained one step and 115

 (30%) gained two steps. In sum, 257 (67%) of those
 pupils judged to be deficient in this skill upon
 entry into the PCEE Program met or exceeded the
 criterion set for them.
- pupils rated twice by their parents on this skill,
 457 (78%) were found to be deficient at the time of
 entry into the PCEE Program. Of these 457 pupils,
 169 (37%) gained one step and 221 (48%) gained two
 steps in their final ratings. Altogether, 390
 (85%) of the 457 pupils met or exceeded the criterion.
- 17) Child tells his whole name Of the 586 pupils rated both times on this scale, 138 (24%) were found to be initially deficient. Of these 138 pupils, 94 (68%) gained one step and 35 (25%) gained two steps in their second ratings. Altogether, 129 (93%) of the 138 pupils met or exceeded the criterion.
- 18) Child tells his address Of the 586 pupils rated twice on this scale, 448 (76%) were judged as initially deficient. Of these 448 pupils, 214 (48%) gained one step and 113 (25%) gained two steps in their ratings received one year later. In



- total, 327 (73%) of the 448 pupils met or exceeded the criterion.
- 19) Child tells his telephone number Of the 575

 pupils rated twice on this scale, 521 (91%) were

 judged to be initially deficient. Of these 521
 - pupils, 141 (27%) gained one step and 167 (32%)
 gained two steps in their final ratings. In
 total, 308 (59%) of the 521 pupils met or exceeded the criterion of a one step gain on this
 scale.
- 20) Chila counts from 1 to 10 or beyond Of the 590 pupils rated on this scale two times by their parents, 144 (24%) were found to be initially deficient. Of these 144 pupils, 78 (54%) gained one step and 46 (32%) gained two steps in their second ratings. In sum, 124 (86%) of the 144 pupils met or exceeded the criterion of a one step gain.

MOTOR SKILL DEVELOPMENT

- 21) Child can ride a tricycle or bicycle Of the 590 pupils rated twice on this scale, 11 (2%)were rated as deficient initially. Of these 11 pupils, four (36%) gained one step and three (27%) gained two steps in their final ratings. In total, seven (64%) of the 11 pupils met or exceeded the criterion of a one step gain.
- 22) Child runs, tops and jumps Of the 591 pupils rated twice on this scale, 22 (4%) were judged to be initially deficient. Of these 22 pupils, 21



- (15%) met the criterion of a one-step gain in their final ratings.
- 23) Child claps or marches in time to music Of the 589 pupils rated twice on this three-point scale, 214 (36%) were rated as initially deficient. Of these 214 pupils, 125 (58%) gained one step and 11 (5%) gained two steps in their final ratings. In total, 136 (64%) of the 214 pupils met or exceeded the criterion of a one step gain.
- 24) Child uses scissors with centrol Of the 58% pupils rated twice on this scale, 384 (65%) were found to be initially deficient. Of these 384 pupils, 228 (59%) gained one step and 42 (11%) gained two steps on their second ratings. Altogether, 270 (70%) of the 384 pupils met or exceeded the criterion of a one step gain.

PROBLEMS

25) Child has trouble with eating - Of the 577 pupils rated by their parents both times on this scale, 330 (57%) were judged to have trouble either "often" or "once in a while" initially. Of these 330 pupils, 144 (44%) improved in their ratings by one step and 18 (5%) improved their ratings by two steps on the second admiristration of this checklist. It should be noted here that improvement on this scale, and on the following 16 scales as well, is denoted by a



decrease in rating where "2" denotes "often,"
"1" means once in a while, and "0" means "not at
all." **ltogether, then, 162 (49%) of the 330
pupils met the criterion of a minimum of a one
step change.

- 26) Child has trouble with sleeping Of the 569

 pupils rated twice on this scale, 155 (27%) were

 found to have problems in this area initially.

 Of these 155 pupils, 90 (58%) changed one step

 and 13 (8%) changed two steps in a positive direction. In total, 103 (66%) of the 155 pupils met

 or exceeded the criterion.
- Of the 577 pupils rated both times on this scale,

 111 (19%) were rated as having problems in this

 area initially. Of the 111 pupils, 63 (57%)

 changed one step and 2 (2%) changed two steps in

 a positive direction. In sum, 65 (59%) of the 111

 pupils met the criterion set for them.
- Of the 574 pupils rated on this trait, 574 (65%) were reported by their parents to have trouble in this area initially. Of these 574 pupils, 135 (36%) changed one step and 47 (13%) changed two steps in a more positive direction in their final ratings.

 Altogether, 182 (49%) of the 375 pupils met or exceeded the criterion of a one step change.

- Of the 572 pupils rated twice on this three-point scale, 265 (46%) were reported by their parents to have problems in this area initially. Of these 265 pupils, 100 (38%) changed one step and 58 (22%) changed two steps toward the positive end of the scale in their final ratings. In total, 158 (60%) of the 265 pupils met or exceeded the criterion set for them.
- pupils rated twice on this scale, 225 (39%) were reported by their parents to have problems in this area initially. Of the 225 pupils, 138 (61%) changed one step and seven (3%) changed two steps toward the positive end of this scale. In total, 145 (64%) of the 225 pupils met or exceeded the criterion set for them.
- 31) Child has trouble with nervousness Of the 576
 upils rated twice on this scale, 172 (30%) were
 reported to have this problem initially. Of these
 172 pupils, 91 (53%) met the criterion set for them.
- pupils rated twice in this scale, 134 (23%) were reorted to have this problem initially. Of these 134
 pupils, 45 (34%) conged one step and 14 (10%)
 changed two steps——a more positive direction.



- In sum, 59 (44%) of the 134 pupils met the criterion set for them.
- pupils rated twice on this scale, 232 (40%) were reported to have this problem initially. Of these 232 pupils, 130 (56%) changed one step and 13 (6%) changed two steps toward the positive end of this scale. In total, 143 (62%) of the 232 pupils met or exceeded the criterion set for them.
- 34) Child has trouble with daydreaming Of the 576 pupils rated twice on this scale, 180 (31%) were reported by their parents to have this problem initially. Of these 180 pupils, 93 (52%) met the criterion of a one step more positive change between ratings.
- oupils rated twice on this scale 334 (58%) were reported by their parents to have this problem initially. Of these 334 pupils, 149(45%) met the criterion set.
- and on this scale, 414 (71%) were reported by their parents to have this problem initially. Of these 414 pupils, 139 (34%) met the criterion of a one step change in their final racings.



- 37) Child has trouble with lying Of the 577 pupils rated twice on this scale, 274 (47%) were reported by their parents to have this problem initially.

 Of these 274 pupils, 102 (37%) met the criterion set for them.
- Of the 576 pupils rated twice on this scale, 237 (41%) were reported by their parents to have this problem initially. Of these 237 pupils, 145 (61%) met the criterion of a one step positive change in their final ratings.
- 39) Child has trouble with wetting Of the 578 pupils rated twice on this scale, 158 (27%) were reported to have this problem initially. Of these 158 pupils, 83 (53%) changed one step and 13 (8%) changed two steps in a more positive direction. In total, 96 (61%) of the 158 pupils met the criterion set for them.
- 40) Child has trouble with speech Of the 574 pupils rated both times on this scale, 206 (36%) were reported to have this problem initially. Of these 206 pupils, 127 (62%) changed one step and 15 (7%) changed two steps in a more positive direction.

 In total 142 (69%) of the 206 pupils met the criterion set for them.

. INTERESTS AND EXPERIENCES

41) Child is read to - Of the 585 pupils rated both



being deficient initially. Of these 247 pupils,
73 (30%) gained one step and 6 (2%) gained two
steps in their second ratings. In sum, 79 (32%) of
the 247 pupils met the criterion of a one step change.

- 42) Child goes to the library Of the 587 pupils rated twice on this three-point scale, 357 (61%) were rated as deficient in this activity. Of these 357 pupils, 80 (22%) increased one step and 15 (4%) gained two steps in their final ratings. Altogether, 95 (27%) of the 357 pupils met the criterion.
- 43) Child watches Sesame Street Of the 586 pupils rated both times, 271 (46%) were reported to watch the program less than "often." Of these 271 pupils, 118 (44%) changed one step and seven (3%) changed two steps in the direction of watching Sesame Street often. Altogether, 125 (46%) of the 271 pupils met the criterion set for them.
- 44) Child takes trips outside the community Of the 586 pupils rated twice on this three-point scale, 221 (38%) were rated as deficient on this activity. Of these 221 pupils, 79 (36%) met the criterion set for them of a one step gain in their final ratings.



In scheral, a sizable proportion of pupils judged to be deficient on those items included in both of the pehavior checklists administered at the time of entry into the PCEE Program and at the time of entry into the kindergarten program met the criterion of a onestep gain on the three-point scales. This was especially true in the area of language and concept development. At the same time it should be noted that the goal of 100% criterion attainment on the part of all pupils was not met during the first project year. It is to be hoped that this goal will be more closely attained during the second project year.

Navior checklist, "My Preschool Child," were obtained rior to pupils' entry into the PCEE Program in fall, 1972 for those pupils engaged in the project during its second year. For the proportions of responses to each scale point on the items, refer to Appendix D-2. It can be seen that there is a remarkable similarity between the ratings received by children entering the PCEE Program during the first project wear and those entering the second year of project

operation. Posttest data wall be collected in the early fall of 1973 showing each child's status on the comparable behavior checklist, "Introducing My Kindergarten Child."



f. Product Objective Six

Upon entrance into kindergarten, children who have participated in the PCEE Program will attain mean rating scores at least one-eighth of a standard deviation higher in parents' ratings of Personal and Social Development, Language and Concept Development, and Physical Skill Development, than will pupils of similar socio-economic Latus who had attended kindergarten in the previous year and who had not participated in the project or experienced other types of preschool programs.

Comparisons were made on the eighteen items of "Introducing My Kindergarten Child" which were common to the version completed by parents of pupils entering kindergarten in fall, 1971 and to the revised checklist administered to parents of pupils entering kindergarten in fall, 1972. The analyses compared those pupils who had participated in the PCEE Program during the first project year and those pupils who entered kindergarten one year earlier and who had no preschool experience of any kind. The summaries of these findings appear in Table 5.



A Summary of Results Comparing PCEE Pupils Upon Entry Into Kindergarten in Fall, 1972 to Control Kindergarten Pupils Upon Entry Into Kindergarten in Fall, 1971 on 18 Items of "Introducing My Kindergarten Child"

	Itom	Group	N .	Mean	Standard Deviation	· ·F	α
•	Child dresses nimself: gloves	PCEE Control	631 91:	1.76 1.80	.47	2.59	n.s.
•	Child dresses himself: coat, acket, or sweater	PCEE Control	624 911	1.90	.32	<1	n.s.
•	Child dresses nimself: boots	PCEE Control		1.59 1.57	.63 .61	~ 1	n.s.
•	Child tles shoe- laces or bows	PCEE Control	644 911		.90 .51	149.35	∢. 005
•	child rollows directions with-	PCEE Control	649 911	1,51	.51 .28	429.77	∠.005
•	Child tells what he wants or needs	PCEE Control		1.91	.29 .51 ,	162.27	<.005
•	Child takes good care of things he uses	PCEE Control	6 47 911		.49 .46	242.65	4.005
•	Child shows leadership in organizing games	PCEE Control	641 911		. 4. 60 .53	185.91	<i><.</i> , 005
•	thild rem e mbers rules of games he plays	PCLE Control	643 911	1.55 1.27	.54 .73	62.24	∠. 005
٠.	Oh:14 finishes a game even if he is losing	PCEE Control	642 911	1.94 1.39	. 59 . 28	621.	८. ५०५
•	play alone	Consess.	#3 41		.4]	2125.00	·. 115
· •	Child plays with a few	parr Control	63° 91	7,59	.50 .55	14.45	<.005



Table 5 (Continued)

Ttem	Group	Z	Mean	Standard Deviation	<u>F</u>	p
l3. Child plays with many children	PCEE Control	636 911	1.31	.59 .65	104.16	<.005
14. Child recites rhymes, sings songs	PCEE Control	646 911	1.70 1.94	.50 .29	137.95	∢. 005
15. Child identi- fies a few letters of the alphabet	PCEE Control	628 911	1.79	.48 .82	175.10	∠. 005
<pre>16. Child identi- fies many letters of the alphabet</pre>	PCEE Control	636 91 1	1.44	.8i .90	111.09	<.005
17. Child talls his address	PCEE Control	632 011	1.46 1.80	.72 .44	135.60	<. 005
13. %ld tells his telephone number	PCEE Control	631 91 1	1.10	.89 .40	490.77	4. 005

It can be seen in the table that the results are quite mixed. In the 15 comparisons that are statistically significant, nine of the analyses of varian 3 show the control group to be rated higher by their parents than was the case for PCEE pupils and in six of the analyses the PCEE pupils were rated higher than the control kindergarten group. In the six instances where the results favored the PCEE group, the criterion of a one-captured deviation is tween mean was met in all six of the comparitions.



It should be noted that there were few items measuring the Language and Concept Development area (four), and no items tapping the areas of motor skill development or interests and experiences. The vast majority of the 18 items were in the area of personal and social development and perhaps because of this weighted sampling of items the results were not as had been expected. Unfortunately, a better sampling was not possible due to the dissimilarity of the two versions of "Introducing My Kindergarten Child." Support for this explanation is given by the additional analyses described below.

The additional analyses were made comparing pupils who had participated in the first PCEE Program year to those pupils with other kinds of preschool experience and to those pupils with no preschool experience at all on all items of "Introducing My Kindergarten Child" to which parents had responded in the fall, 1972.

The results of the analyses of variance and Duncan's Multiple Range Tests, as well as the means and standard deviations obtained on the three groups on each item, may be found in Appendix F. Of the 67 rating scales on the instrument, 24 were found to differentiate between the three groups in a statistically significant manner. These 24 items were mainly in the Language



and Concept Development area, where 10 of the 14 items yielded significant differences between the groups; in the Motor Skill Development area, where there were differences between the groups on five of the 11 items; and in the Interests and Experiences area, where four of the six items differentiated between the groups. In general, the PCEE and Pre-School groups were rated higher on the items in these areas than were pupils in the control group (those who had no preschool experience of any kind). two items, Pre-School pupils were rated higher than PCEE pupils and on two other items PCEE pupils were rated higher than Pre-School pupils. In general, PCEE and Pre-School pupils were rated by their parents as having greater language and concept development as well as higher motor skill development than control pupils. In addition, pupils from the first two groups were read to more, taken to the library more, as well as taken on trips inside and out of the community more often than pupils in the control group.



g. Product Objective Seven

Upon entrance into kindergarten, children who have participated in the PCEE Program will attain scores at least one-eighth of a standard deviation higher in each of the eight academic readiness areas listed below than will pupils of similar socio-economic status who had attended kindergarten in the previous year and who had not participated in the project or experienced other types of preschool programs. a) Picture Vocabulary b) Letters c) Picture Completion d) Copying Designs e) Picture Description f) Human Figure Drawing g) Relationships H) Numbers i) Total Score.

Six hundred and eighty-one pupils who had participated in the P.C. Program during the first year of project operation were compared, upon entry into kindergarten, with 911 pupils who had entered kindergarten during the preceding year and had not experienced any kind of preschool on the eight subtests and total scores of the Screening Test of Academic Readiness. A summary of these comparisons is presented in Table 6.



Table 6

summary of Results Comparing PCEE Pupils Upon Intrv into Kindergarten in Fall, 1972 (N=681) to Control Kindergarten Pupils Upon Entry into Kindergarten in Fall, 1971 (N=911) on the Screening

	T	est of Acad	<u>demic</u>	Readiness		
VARIA	BLE	Group	x	Standaro Deviation	F	р
STAR I	Picture Vocabulary	PCEE Control	9.12 9.43	2.12 2.24	6.43	<.025
II	Letters	PCEE Control		2.49 2.88	33.12	<. 005
III	Picture Completion	PCEE Control		1.67 1.60	1.34	n.s.
177	Copving	PCEE Control		1.34 1.31	1.34	n.s.
+-	Picture Description	PCFE Control		1.76 1.81	16.06	<. 005
ररदू	Human Fig- ure Draw- ing	PCEE Control		3.13 3.32	2.84	n.s.
VII	Relation- ships	PCEE Control		1.39 1.57	19.45	<.005
7777	Numbers	PCEE Control		3.71 4.11	13.56	<. 005
Tot	al	PCEE Control		11.40 12.93	19.00	<.005

It may be seen in Mable 6 that statistically significant results were obtained on five of the eight subtests of the STAR as well as on the total scores. All
of these six comparisons showed that PCEE publis obtimed higher mean scores than did the kindergarten



control group from the previous year. The criterion to re met for this objective, nowever, specified that in addition to statistically significant results there would be at least an eighth of a standard deviation difference between the means of the two groups. This criterion was reached in all six comparisons in which the results were statistically significant and was not met in those three comparisons in which the results were not statistically significant. In summary, publis who participated in the PCEE project tended to score higher in such areas of cognitive attainment as Picture Vocahulary, Letters, Picture Description, Relationships, and Numbers than did comparable pupils who had not participated in any preschool program. There were no differences between these two groups in the areas of Picture Completion, Cobving, or Human Figure Drawing.

Additional incluses were made comparing publis who had participate in the first PCDE Program year to pupils who had attended other preschools and to papils who had no preschool experience of any kind or the Screening Test of Adadenic Peadin's administered to all contents windermarken publis in the fall, 1972. The result of the analyses of variance and Duncan's Multi-



deviations for all groups on each subtest and total, may be found in Appendix F. Statistically significant results were obtained on every subtest but one as well as on the total scores of the STAR. Only on the Copying subtest were the differences between the means of the groups not statistically significant. On those subtests measuring the areas of picture vocabulary, letters, picture completion, picture description, human figure drawing, numbers, and total readiness both the PCEE and Pre-School groups had higher mean scores than the control group (those pupils with no preschool experience of any kind). On the subtest measuring relationships, the PCEE group had a higher mean score than either the Pre-School or Control group. In addition, on the human figure drawing subtest and total test the PCEE group mean exceeded that of the Pre-School group. In summary, the PCEE group achieved higher average scores on all subtests but one and on the total test than did the control group. Also, the PCEE group exceeded the Pre-School group on two of the eight subtests as well as on the total test scores.

Applying the criterion of a one-eighth standard deviation difference between means on the additional incluse, described showe, it may be seen



that in all instances but one (comparing the PCEE Total mean to the Pre-School Total mean) all statistically significant differences between means far exceeded the criterion set.



a. Process Objective One

The Project Director, Evaluator, and Specialists in the areas of the handicapped will develop a behavior checklist to be used by parents to rate children on three-point scales on Personal and Social Development, Language and Concept Development, Physical Shill Development, Interests, Experiences, and other items designed to identify learning problems due to emotional disturbance (e.g., items from the Glidewell list), learning disabilities, experiential deprivation, physical handicaps, low intellectual functioning, and mental retardation.

The Behavior Checklist, "My Preschool Child," was developed using a three-point scale for ease of parent response. Information given in the Evaluation Report of Project Year I indicates that this is a usable instrument.

Posttest data was collected last fall showing each child's status on a comparable behavior checklist, "Introducing My Kindergarten Child."



1. Process Objective Two

Parent-Child Early Education pupils who have learning problems due to emotional disturbance, learndisabilities (i.e., language and perceptual discorders), experiential deprivation, physical handicaps, low intellectual functioning, and mental retardation, will be identified as indicated by a preliminary screening battery.

All pupils entering the PCEE Program were administered a preliminary screening battery which included the Slosson Intelligence Test, the Northwestern Syntax Test, and the Beery Test of Visual-Motor Integration. Additional data were collected on all pupils from parent evaluation on the Behavior Checklist, "My Preschool Child" and teacher ratings on the "Nursery School Adjustment Scale." Of the 710 pupils enrolled in the fall in the PCEE Program, 345 (48%) were referred for further liagnosis and observation because of suspected learning problems:

- 1) 235 (33%) were identified as having emotional problems using the Glidewell items from the Behavior Checklist and teacher ratings on the "Nursery School Adjustment Scale." Of the 235 pupils so identified, 231
 remained in the program until the end of the year.
 Some children left the program and additional ones
 were added. The proportion of children identified
 as having emotional problems is within the range of
 10% to 40% reported to be the norm in several studies.
- 2) 24 (3%) were referred for further diagnosis because of apparent low intellectual functioning. Of



these 24 pupils, one child's score fell within the mentally retarded range. Three others were untitestable and were either under the care of a pediatric neurologist or were under observation at the Child Development Clinic. The remainder of the group was found to have various problems and appropriate counseling and suggestions were made to all parents. Teachers were also made aware of suggestions by the special educational consultant. Judating from the final testing, the recommendations made for the child's programming had a marked effect.

The low number of cases considered mentally retarded compares very well to the national norms of 1 mental retardation in the population.

J. 51 (7%) were initially reserved as naving possible learning disabilities including language disorders. Of these 51 pupils, 18 were diagnosed to be learning disabled and received special habilitative programs.

47 (6), were referred for speech therapy. Of these, 13 children received help since they were considered to two problems that could be corrected at this age. Adding these together, the total number identified as learning disabled resembles the lower national ustimate of 5, to 25% school aged in that of 7 he log 1 to 25% school aged

4) 34 (13) were identified as having nearing difribulties. Further clinical testing indicated 24 children showing normal hearing and 24 showed a loss on the first clinical testing. One child was untestable. On a retest, three were found to have normal hearing and four still indicated a loss.

5) 25 (4*) were identified as having visual problems and were referred for further examination.

It will be noted that the number of pupils identified to have learning problems due to the various difficulties add up to more than the total who received final testing at the end of the school year. This is due to the fact that some pupils were identified as having multiple problems.



Process Objective Three

Lien Litent-Child Early Education pupil identified through further diagnostic procedures as having learning problems due to one or more of the factors listed in Process Objective Two will be given individualized materials and/or teaching strategies by his teacher as prescribed by consultant specialists for the handicapped.

Individualized learning programs and/or teaching strategies were prescribed for all children diagnosed by the specialist staff for the handicapped as maving learning problems.

Programs prescribed for children with learning disabilities or in need of speech/language stimulation were implemented in home teaching visits by three teacher specialists in learning disabilities, who were also qualified speech clinicians. The one specialist also worked with several children who were untestable or were extremed alow learners. Their work was monitored chrough inspection of weekly logs and consultation and observation by the Consultant for the Learning Disables and the Project Director.

Troyrand wore designed according to the language, cotor, perceptual and social needs of the individual child and were modified as performance of the child warranted program change to occur. In sociation, and proximately thirty children, is deriving evaluation by a the language because it attack to the contract of incident attack to the children of the contract of



Individually, the top, perceptual, or social development. Home-school teachers were given specific suggestions for follow-through with these children by means of a written evaluation report and incurred training and consultation with the Learning Disabilities Consultant or component teachers.

(See Final Report, Sub-Component for the Learning Disabled, Mary Dasovich, Ph.D., Appendix P.)

Aldrical mildren in meed or speech thorapy were seen by all three learning disabilities teachers with one teacher handling the greatest number of pages. They worked under the direction of the Co-crain. Ing Consultant from pecial School District particularly in diagnosing problems. This consultant in a indicated to the Project Director distisfaction with the speech of a diam's work. (See Surmary of Report to Diecon Thorapy, Arthur Kelley, M.A., appended 1.)

Tiller, filered for payonological availation retained individualized penavioral and educational

pri triptions by the appoished walf for the

conflict course. Dener children, not referred

incomparing mental retained in, but one of the

conflict course to be each after the criminal incoming

and the conflict contains and contains a decided

and the contains a contains a contains and contains

Education Consultant observed each Saturday except for two absences to verify that prescribed programs were being carried out to provide further alternatives.

de reported that in all cases teachers were either following the prescriptions as outlined or were doing appropriate variations of these prescriptions.

(See Surmary of the Final Reports, Sub-Component for the Mentally Retarded, Allan Yater, Ph.D., Appendix R.)

Services provided by the Consultant Psychologist for the Emotionally Handicapped and two Child Development Consultants for children identified as having emotional problems affecting learning included: observation of behavior in the classroom, consultation with teachers on a regular basis and counseling with parents. Assistance was given to teachers with understanding causes of behavioral deviations, management strategies and with alternate approaches and objectimes when necessary. Amecdotal records were kept a bıand consultations were held with ceac weekly basis and on Saturday with the t er and the Project Director on the status of these children. The Consultant Psychologist', report states that to the pest of his knowledge each teacher atcompted to indiagate the recommendations remember the



Report, Sub-Component for the Emotionally Handicapped, Sidney Kasper, Ph.D., Appendix S.,

Individual program prescriptions for the hearing impaired and cerebral palsied children were carried out on recommendations by the Specialist in Speech Therapy and Special Education Consultant.

Joint staffings were held as needed with the staff specialists and the Project Director to discuss teaching strategies and to monitor progress of children with multiple problems. The Child Development Component was most responsible in dealing with the whole child.



Process Objective Four a. (Rev. 8/7_, Replacing Process Objective Four)

The Project Evaluator and Project Director will select items from existing instruments to measure the self-esteem of pupils. Those items selected will be responded to by Parent-Child Early Education teachers at the beginning and end of the PCEE Program year.

This objective was completed during the first project year. Please refer to the Continuation Report of 1972 for information pertaining to this objective.



1. Pupil's stary (valuation Notivities

In preparation for the evaluation of Parent-Child Early Education pupils entering first grade in the fall, 1973, data were collected on the Scanford Early School Achievement Test, Level I (SESAT) in 1972. The data collected on those pupils entering first grade in 1972 were used to construct local percentile rank norms for each of the four subtests of the SESAT as well as the total scores. These local norm data as well as the means, medians, standard deviations, reliability estimates, and standard error estimates may be found in Appendix G-1, G-2, and G-3.

ordered that the SESAT, Level I, was apprently too casy for the pupils entering first grade in the district in 1972. Therefore, the SESAT, Level II, probably will be administered to all pupils entering buyinning primary, full 1973. It should be notice for very that this change will present a problem, since no baseline data has been collected on the law of the SYSAT. Therefore, comparisons will be more sent sent sent sent sent a problem, and it form of the SYSAT. Therefore, comparisons will be more sent sent put First law is and pupil. Who



grade at the same time rather than comparing PCEE pupils to a control group who entered first grade one year earlier.

Due to the fact that the Northwestern Syntax Scale, the measure of language age used in the second project year, supplied age norms only in six-month intervals, the project evaluator developed new age norms based on the original data provided by the author of the scale. These new age norms were used for the recording of scores on this test by teachers and for analysis of entering status for PCET pupils. Please refer to Appendix H for the new norms.



PCEE Teachers Rating on Pupil Skill Development -PCED teachers rated 680 pupils on their skill development in the Personal and Social, Language, Math and Science Concept, and Motor areas at the end of the second program year. A summary of the results is given in Appendix J-1, which includes the items on which the pupils were rated together with the N's and percentages for each point of the threepoint scales. Inspection of this appendix shows that the large majority (more than 68%) of the pupils attained competency in all of the skills listed in all areas. The percentages of pupils attaining competency varied from 68% (on the item "child identifies many letters of the alphabet") to 99% (on the items "child tells his whole name" and "child speaks in sentences of five or more words"). In sum, it may be safely stated that while not every child attained the competency in each skill presented during the program year, the vast majority of pupils did achieve what was expected of them in nearly all of the skills taught.



Approximately 75% of kindergarten pupils in the school district received at least one home visit during the 1972-1973 school year. After the visit, the kindergarten teacher rated the child and parent visited on a series of five-point rating scales taken from those in the Home Teaching Report. items, together with the N's and percentages for each scale point, are given in Appendix J-2. kinds of comparisons were made on these ratings. One comparison involved contrasting the ratings of kindergarteners who had participated in the PCEE Program during its first year of operation to those obtained by pupils with other preschool experience and by pupils with no preschool experience of any kind. The results on these comparisons are given ir Appendix J-3. An examination of Appendix J-3 shows that the three groups of pupils received statistically significant mean ratings on only four of the 20 rating scales. Two of these four stems dealt with parental traits. Apparently, parents of PCEE pupils and pupils with other preschool experience were rated both as more self-confident and at ease more than were the parents of pupils who had not attended some kind of preschool. The other two items on which group differences were found dealt with aspects of the child's responde to learning activities. Both PCEE pupils and pupils who had had other kinds of preschool experience were rated by their kindergarten teachers as being more interested in the activities presented and as attaining more of the lesson's objectives than were pupils with no preschool experience of any kind. In addition, pupils with preschool experience other than the PCEE kind were rated as attaining more of the objectives than did the PCEE pupils. In sum, there were few differences found among the three groups on parental and child responses to the home visit. On those items where differences were found, both groups of children who had preschool experience, and their parents, attained higher mean scores than did the group who had no preschool experience.

Another comparison was made contrasting the ratings of PCEE pupils obtained during the kindergarten year to those obtained at the end of the PCEE year. The purpose of this comparison was to see if the PCEE pupils maintained or enhanced their end of the PCEE year ratings which had already shown significant increases over their beginning of the PCEE year ratings. A summary of the results of these comparisons is given in Appendix J-4. An examination of these results shows that there were statistically significant changes on five of the 20 items, in the direction of more negative ratings given by teachers

during the kindergarten year. All five of these items related to the child's responses to the learning activities presented and to his attitude toward the session and school in general. pupils were rated as being less interested in, and attentive toward, the learning activities presented during the kindergarten home visit as well as attaining fewer of the objectives presented as compared to his PCEE ratings. These pupils were also rated as having less positive attitudes toward kindergarten than had been the case in relation to Saturday School and being less ready for the home visit. It should be noted that even on these five scales the large majority (more than 80%) of the pupils were not judged to be deficient on the traits measured. Yet, it has been shown that, at least in these instances, the PCEE pupils did not receive as high ratings as they did at the end of the first project year. One might speculate on the possible causes for these changes and consider whether one reason might be that the children did not find the materials presented to be as stimulating as those presented during his PCEE year. Perhaps, on the other hand, the home teachin; visit took on a difterent form which was not as personal and novel for the child. Whatever hypothesin is put forward to



explain these negative changes, it is probably more important to try, during the third project year to examine carefully what goes on during the kindergarten home visits and see if changes can be made so as to reverse the results found here.





2. THE PARENT

a. Product Objective One

Each parent receiving home visits in the Parent-Child Early Education Program, who was rated by the teachers as being less than very positive in her attitudes toward the teaching session, the teacher, and her child during the first Home-Teaching session, will increase in the positiveness of her attitudes by a minimum of one step on each five-point rating scale as assessed by the teacher during the last home visit of the program.

Following the first or second home visit in the fall of 1972, the teachers rated 688 of the 710 parents on the eleven scales of the Home Teaching Report pertaining to parent attitudes. Following the last home visit in the spring of 1973, 637 of 688 parents again received ratings on these same scales. The items relating to this objective, together with the N's and percentages for each point of the scales, are presented in Appendices B-1 and B-2. A summary of the results of teacher ratings including initial and final means and standard deviations, t test results, as well as the proportions of parents judged to be deficient (rated as "three" or less) on each of the five-point scales, is presented in Table 7.



A Summary of Initial and Final Teacher Ratings of Parents' Attitudes Toward the Home Teaching Session, The Child and the Teachers (N=607)

		5	Standaro Devia-	<u></u>		Defi	cient
· Item		Mean	tion	t	<u>p</u>	N	- 8
Parent attitude toward teaching sessions	•		1				·
a. Positive vs. negative	Initial Final	4.60 4.76	.75 .62	4.52	4.01	78 32	12 5
b. Interested vs. disinterested	Initial Final	4.59 4.73	.75 .66	3.82	<.01	78 40	12 6
<pre>c. Self-confident - vs. lacking self-confidence</pre>	Initial Final	4.37 4.62	.90 .75	6.93	<.01	120 59	19 9
Parent interaction with child		•		•		,	
a. Accepting vs. unaccepting	Initial Final	4.51 4.64	.82 .68	3.69	<.01	92 47	14 7
b. Aware vs. una- ware of needs	Initial Final	4.17 4.44	1.01	6.56	۷.01	147 83	23 13
c. Motivation posi- tive vs. negative		4.30 4.51	.91 .77	5.76	<.0j	136 71	21 11
d. Reinforcement positive vs. negative	Initial	4.32 4.50	.92 .78	5.14	٤.01	134 71	21 11
e. Competent vs. incompetent	Initial Final	4.36 4.60	. 87	5.80	<.01	128 60	20 9
Parent relation- snip with teacher	; ;						
a. Friendly vs. unfriendly	Initial Final	4.66 4.83	.70 .50	5.38	<.01	70 21	11 3
b. Cooperative vs. wicooperative	Initial	4.64 4.77	.72 .57	4.26	<.01	78 29	12 5
c. At ease vs.	Inițial Final	4.4 8 4.7 3	.83 .61	7.08	<.01	102 34	16 5



. cun be seen in Table 7 that more than 80% of the parents were rated by their children's teachers as peing positive toward, and interested in, the home teaching session initially. The large majority of parents (more than 80%) were rated as being friendly toward, cooperative, and at ease with the teachers at the beginning of the year. A slightly smaller majority were found to be using appropriate modes of interacting with, and to have positive attitudes toward, their children at the beginning of the year. The ratings received by these parents at the end of the year were statistically significantly higher on all of the scales in the direction of more positive attitudes toward the teaching session, better modes of interaction with children, and better relationships with the teachers. Concomitantly, there were decreases in the proportions of parents judged to be deficient (rated as "three" or less) from initial to final ratings on every scale. The dramatic shifts in ratings observed during the first program year were not obtained during the current year because so many fewer of the parents were judged to be initially deficient during the second year. In general, fewer parents were also rated as deficient in their final ratings during the second year as compared to the first year of project operation.

Ì



An unalysis of individual parent changes from initial to final nome teaching sessions for those parents judged to be deficient at the beginning of the program year showed the following:

Parent Attitude Toward Teaching Session

- parents rated on this five-point scale at both the beginning and end of the program year, 78 (12%) were judged to be deficient initially. Of these 78 parents, 10 (13%) gained one step, 50 (64%) gained two steps, and seven (9%) gained three or more steps in their final ratings. Altogether, 67 (86%) of the parents initially judged to be deficient in the positiveness of their attitudes gained one or more steps in their ratings at the end of the second program year.
- 2) Interested versus disinterested Of the 78 parents gudged to be initially deficient on this scale, eight (10%) gained one step, 50 (64%) gained two steps, and seven (9%) gained three or more steps. In sum, 65, (83%) of the parents initially rated as deficient in their interest gained one or more steps in their final ratings.
- 3) Self-confident versus lacking self-confidence Of the 120 parents rated as deficient in this trait, at the beginning of the program year, 25 (21%) gained one step, 64 (53%, gained two steps, and seven (64) gained three or more steps. In total, 96 (80%) of those



parents rated as lacking self-confidence initially increased one step or more steps in their ratings of this trait at the end of the year.

Parent Interaction with Child

- 1) Accepting versus unaccepting (f the 92 parents rated as being initially deficient in this trait, 24 (26%) gained one step, 41 (45%) gained two steps, and 10 (11%) gained three steps or more in their final ratings. Altogether, 75 (82%) of those parents rated as being deficient in their acceptance of their children increased one or more steps on this scale at the end of the year.
 - 2) Aware versus unaware of needs Of the 147 parents found to be initially deficient in this trait, 46 (31%) gained one step, 52 (35%) gained two steps. and 22 (15%) gained three or more steps in their final ratings. In sum, 120 (32%) of those parents judged to be lacking in awareness of their children's needs at the beginning of the program year gained one or more steps in their ratings of this trait at the end of the year.
 - 3) Motivation positive versus negative Of the 136 parents rated as "three" or less on this scale, 46 (34%) gained one step, 52 (38%) gained two steps, and seven (5%) gained three or more steps in their final ratings. In total, 105 (77%) of those parents initially judged to be deficient in their use of positive motivation with their children gained one or more



steps on their final ratings.

- 4) Reinforcement positive versus negative Of the 134 parents rated as being deficient on this scale, 46 (34%) gained one step, 50 (37%) gained two steps, and seven (5%) gained three or more steps in their ratings at the end of the year. Altogether, 103 (77%) of those parents initially judged to be deficient in their use of positive reinforcement with their children gained one or more steps in their final ratings.
- 5) Competent versus incompetent Of the 128 parents judged to be deficient in this trait at the beginning of the year, 41 (32%) gained one step, 54 (42%) gained two steps, and six (5%) gained three or more steps in their final ratings. In sum, 101 (79%) of those parents rated as lacking in competence initially gained one or more steps on this scale in their final ratings.

Parent Relationships with Teachers

- 1) Friendly versus unfriendly Of the 70 parents rated as deficient on this scale, 11 (16%) gained one step, 52 (74%) gained two steps, and four (6%) gained three or more steps in their end of the year ratings. Altogether, 67 (96%) of those parents rated as deficient in their friendliness toward the teacher at the beginning of the year gained one or more steps in their ratings at the end of the year.
- 2) Cooperative versus uncooperative Of the 78 parents rated as initially deficient in this trait, 17 (22%)



gained one step, 47 (60%) gained two steps, and four (5%), gained three or more steps in their final ratings. In sum, 68 (87%) of those parents initially rated as deficient in their cooperativeness with the teacher gained one or more steps in the final ratings.

3, At ease versus ill at ease - Of the 102 parents judged to be initially deficient on this scale, 19 (19%) gained one step, 64 (63%) gained two steps, and seven (7%) gained three or more steps in their final ratings. In total, 90 (88%) of those parents rated as being deficient in this trait at the beginning of the year gained one or more steps on this scale at the end of the year.

In general, more than 85% of the parents rated by teachers at the end of the second program year on their attitudes toward the home teaching session, their interaction with their children, and their relationships with teachers were found to be: positive in their attitudes toward, and interested in, the teaching session; showing self-confidence; accepting of their children, aware of their children's needs; using positive motivation and reinforcement techniques; competent in their interaction with their children; and, friendly toward, co-cperative and at ease with, the teacher. These findings compare quite favorably with those obtained at the end of the first program year. Of those purents initially rated as deficient in these traits, not all

increased by the minimum of one step as stated in the objective. However, between 77% to 96% of these parents achieved this goal on the different rating scales. The extent to which the ball was reached was fairly similar during the two program years. There were somewhat more items on which the 100% goal was nearly reached during the first project year but there were fewer proportions of parents found to be deficient either initially or finally during the second program year. It is hoped that the goal of 160% attainment by all parents on each scale will be even more closely approximated during the third project year.



a. Product Objective Two

Each parent participating in the Parent-Child Early Education Program who was observed by the teacher to be deficient in using appropriate teaching techniques during the parent's first saturday School session will increase, by a minimum of one step on a five-point rating scale, her use of appropriate techniques as assessed by the teacher during the parent's last Saturday School session in the program. Appropriate teaching techniques include appropriateness of reinforcement techniques used by parents and the extent to which parents accomplished the objectives of the lessons assigned.

selected from A random sample of 172 parents all families of pupils participating in the second PCEE program year by selecting every fourth name from an alphabetized list of all parents. Of these 172 parents, 160 participated as teaching assistants in Saturday School over a sufficiently long enough time to be rated both at the beginning and end of the second program year. A summary of the proportions of parents rated as being deficient (rated as less than "four") on each of the four five-point scales related to this objective, together with the means, standard deviations, and paired observation t test results, are given in Table 8. For the complete frequency tabulation of ratings obtained at the beginning and end of the second program year, refer to Appendix I.

7 .BLE 8

Initial and Final Teacher Ratings of a Sample of Parents' Performance in Saturday School

Item		z	Mean	Standard Doviation	n t	d	Deficient N	riont
1. On time for planning session	Initial Final	. 161 161	1.92	.27	-1.33	n.s.	14	9
2. Willing vs. unwilling to participate	Initial Final	162	4.52	1:07	7	n.s.	32	14
3. Used appro- priate vs. in- appropriate teach- ing techniques	Initiaľ Final	159 159	4.23	. 88	3,83	<. 01	38	24 14
4. Used positive vs. negative reinforcement	Initial Final	159 159	4.22	.89	2.00	01	3. 18	20
5. Accomplished vs. did not accomplish the task assidned)	Initial Final	160	4.38 4.55	83	3.20	<. 01	24	15

parents participating in Saturday School were initially judged to be using appropriate techniques and accomplishing the tasks assigned to them (were rated as "four" or higher). An even larger majority, more than 85% of these parents, were judged to be performing adequately during the final sessions of Saturday School. There were catistically significant changes in the direction of greater use of appropriate teaching techniques and positive reinforcement as well as in parent accomplishment of the tasks assigned.

Analyses of individual changes for those parents judged to be initially deficient showed the following:

Of the 13 parents rated as being initially deficient in their promptness in arriving, seven (54%) gained one step in their ratings by the end of the year. However, 14 parents who were initially rated as being on time for the planning session at the beginning of the second program year were rated as tardy at the end of the year. These figures for tardiness are proportionately slightly greater than those obtained during the first project year.



- 2) Willing versus unwilling to participate in Saturday School -- Of the 25 parents rated as being deficient in their willingness to participate as teaching assistants in Saturday School at the beginning of the second program year, five (22%) increased one step, six (26%) increased two steps, and two (9%) increased three or more steps on this five-point rating scale. Altogether, 13 parents (57%) of those originally rated as deficient on this trait increased their ratings by one or tore steps. As compared with ratings obtained during the first project year, proportionately fewer parents were judged to be initially deficient; but of these initially deficient parents, fewer reached the criterion of a one-step gain during the, second project year.
- 3) Used appropriate versus inappropriate teaching

 techniques -- Of the 38 parents rated as deficient
 in their use of appropriate teaching techniques
 at the beginning of the secr id program year, 13

 (34%) increased one step and ten (26%) increased
 two steps in their ratings at the end of the year.

Altogether 23 (61%) of those initially deficient in this trait increased their rome by one or more steps on this five-point see a. These findings are similar to those obtained during the first year of project operation.

4) Used positive versus negative reinforcement --Thirty-two parents were rated as deficient in their use of positive reinforcement at the beginning of the second program year. Of these parents, 14 (44%) gained one step and nine (28%) gained two steps in their ratings by the end of the year. In sum, 23 (72%) of those parents rated as being initially deficient in this trait gained one or more steps on this five-point scale. As compared with ratings obtained during ' the first year of project operation, somewhat fewer parents were judged to be initially deficient in this trait and slightly more parents proportionately met the criterion of one-step gain on this five-point scale during the second program year.



assigned -- Of the 24 parents rated as not accomplished the tasks assigned to them at the beginning of the second program year, 11 (46%) gained one step and six (25%) gained two steps in their ratings at the end of the year. Altogether, 17 (71%) of those parents rated as being initially deficient in this trait gained one or more steps in their final ratings. These data are quite similar to those obtained during the first year of project operation.

In sum, more than 85% of the parents rated by teachers at the end of the second program year on their performance in Saturday School were found to be using appropriate teaching techniques, using positive reinforcement, and accomplishing the tasks assigned. This compares favorably with the approximately 75% found to be so at the beginning of the year. Of those parents initially rated as deficient in these traits, not all increased one step as specified in the objective. However, a minimum of 61% of these parents did change in more positive directions by the end of the second program year. These findings are quite similar to those obtained during the first year of project operation and probably



represent a more realistic expectation than that set forth in the objective. It is hoped, however, that a closer approximation of the goal of 100% attainment will be achieved during the third program year.



c. Product Objective Three

As a result of attending Parent Study Groups, parents will demonstrate greater knowledge of the principles of child development and appropriate interaction techniques by answering 10% more of the items correctly on the test given at the end of the last session than they had on the test given at the beginning of the first session.

Forty-seven parents attended a four-week shortcourse on communicating with their child, entitled,
"Are You Listening?" during the winter of 1973. During the first and last sessions 32 parents responded
to items of the "Parent Effectiveness Training Scales."
A summary of results is given in Table 9.

Table 9
Initial and Final Responses to Items of the Parent Effectiveness
Training Scales Administered to Parents Attending
Group Sessions (N = 32)

Item		 U*	_	L	_	?	Z**	P
1. Physically remove your child from the piano when he refuses to stop banging on it after you have told him it is becoming unbearable to you	Initial	(9%) (16%)		(91%) (84%)		(0%) (0%)	41	n.s.
2. Praise your child for being consistently prompt in coming home to dinner	Initial Final	(25%) (41%)		(69%) (59%)		(6%) (0%)	1.06	n.s.
3. Scold your six year old child if he demonstrates ob- jectionable table manners in front of guests	 - 	(44%) (75%)		(47%) (22%)		(9%) (3%)	2.41	<.02

Table 9 Continued

		`				
Item		U *	Σ	?	Z**	P
1. Punish your child when he uses an ob- jectionable swear word	Initial Final	20 (62%) 27 (84%)		3 (9%) 1 (3%)	1.77	.02
5. Make your child apologize to another child he has treated very discourteously	Initial Final	8 (25%) 13 (41%)		0 (0%) 0 (0%)	1.51	n.s.
6. Make your child eat almost everything on his plate before being allowed to leave	Initial Final	19 (59%) 25 (78%)		1 (3%) 0 (0%)	1.79	n.s.
7. Punish or deny your child something when you catch him telling a lie	Initial Final	14 (44%) 22 (69%)		3 (9%) 1 (3%)	1.58	n.s.
8. Punish or reprimand your child for stealing money out of your purse	Initial Final	3 (9%) 15 (47%)	26 (81%) 14 (44%)	3 (9%) 3 (9%)	2.60	.01
9. Insist that your child perform when he is asked to do so for relatives or guests	Initial	30 (94%) 32(100%)	2 (6%) 0 (0%)	0 (0%)	< 1	n.s.
10. Make your two year old remain on the tollet until he has performed his "duty," when you know he has to go	Initial Final	28 (88%) 28 (88%)	3 (9%) 4 (12%)	1 (3%) 0 (0%)	ζ1	n.s.
ll. Set up a system whereby your child can earn some kind of reward if he regularly does his chore around nome.	Initial Final	10 (31%) 13 (41%)	21 (66%) 19 (59%)	1 (3%)	<1	n.s.



Table 9 Continued

	Table	- 9 Continu	ea ———			
Item		U *	L	?	Z**	Р
12. Punish or threaten to punish your child if he eats between meals after you have told him not to	Initial Final	18 (56%) .23 (72%)	13 (41%) 7 (22%)	1 (3%) 2 (6%)	1.58	n.s.
13. Punish or scold your child for not cleaning up his room after making a mess of it during play	Initial Final	10 (31%) 21 (66%)	22 (69%) 9 (28%)	0 (0%) 2 (6%)	2.94	<.01
14. Scold your child for careless-ly breaking or ruining one of his expensive toys	Initial Final	7. (22%) 20. (62%)	24 (75 6) 12 (38%)	1 (3%)	2.75	<.01
15. Punish or scold your child for "sassing" you or saying something disrespectful	Initial Final	5 (16%) 20 (62%)	26 (81%) 8 (25%)	1(3%) 4(12%)	3.75	<.01
16. Make your child stop bring-ing his toys into the living room when it gets too cluttered	Initial Final	6 (19%) 3 (9%)	26 (81%) 29 (91%)	0 (0%)	∡l	n.s.
17. Make your child clean up his own mess when he carelessly spills food on the rug	Initial Final	19 (59° 12 (38¢	12 (38%) 18 (56%)	1 (3%) 2/(6%)	2.27	<.05
18. Tell your child she is a good girl or reward her when she remains still while you are combing her hair	Initial Final	5 (19%) 11 (34%)	24 (75%) 20 (62%)	2 (6%) 1 (3%)	1.06	n.s.



Table 9 Continued

						 :
Item		U*	L	?	Z**	P
19. Punish your child for continu- ing to play in his room after you thought he had gone to sleep at his bedtime	Initial Final	25 (78%) 29 (91%)	6 (19%) 2 (6%)	1 (3%) 1 (3%)	1.78	n.s.
20. Set up a system of rewards for your child if he habitually wasnes his nands before coming to the table	Initial Final	19 (59%) 26 (81%)	10 (31%) 5 (16%)		1.50	n.s.
21. Make your child stop or punish him when you catch him fingering his genitals	Initial Final	20 (62%) 21 (66%)	11 (34%) 9 (28%)		1.00	n.s.
22. Punish or reprimand your children for fight-ing loudly with each other over a toy	Initial Final	8 (25%) 17 (53%)	22 (69%) 13 (41%)		2.02	<.05
23. Praise or re- ward your child for not crying when he doesn't get his way or has his feelings	Initial Final	13 (41%) 21 (66%)	19 (59%) · 11 (34%)	0 (0%) 0 (0%)	2.02	∠.05
2 Threaten to punish or reprimand your child for telling you ne won't go on an errand after you have asked him several times	- Initial Final	14 (44%) 22 (69%)	18 (56%) 8 (25%)		2.47	<.02



Table 9 Continued

Item		 บ*	L _	 ?	Z**	P
25. Tell your daughter that you will buy her something she has been wanting if she keeps her dress clean until you go out to dinner a couple of hours from now	Initial Final	(88%) (91%)	(12%) (9%)	· (0%)	<1	n.s.
26. Punish or reprimand your child when you see him pulling up the skirt of the girl next door and embarrassing her	Initial Final	(28%) (50%)	(69%) (44%)	(3%)	2.00	<.05

^{*}U = Unlike me

Inspection of this table shows that the parents showed statistically significant changes, in a more positive direction, on eleven of the twenty-six three-point scales. These items were concerned mainly with the use of punishment as a means of com--municating with the child. Fewer parents rated themselves as using punishment during the last session than had been the case during the first session of There were no significant shifts the short-course. on the items dealing with the use of praise as a means of dealing with parent-child problems.



L = Like me

^{? =} Uncertain, or do not understand

The Z test for the significance of the difference between two correlated proportions was used to determine whether parental responses to the U and L categories had changed.

when first and last session ratings were compared by individuals to determine whether the criterion of a 10% gain in the numbers of correct responses was achieved it was found that 4 (12%) of the parents had increased by three points (the equivalent to 12%), 11 (34%) of the parents had increased by four to six points (the equivalent from 15 to 23 of the items correct), and seven (22%) of the parents had increased their scores from 7 to 14 points (the equivalent from 27 to 54 of the items correct. Five (16%) of the parents gained one to two points on their final ratings and five (16%) parents either did not change or regressed in the total scores. Altogether, 22 (69%) of the parents achieved the criterion set for them of a 10% gain in the number of items correct.



d. Process Objective One

Ond parent from each fami'v participating in the Parent-Child Early Education Program will volunteer to assist in Saturday School and will assist with one class at least once every two months.

Attendance records of parent assistance in Saturday School show that of the 706 families rated on this objective through December, 1972,595 (85%) served at least once during the first 11 sessions. Parents or parent substitutes from 371 (53%) of the parents served two or more times while 224 (32%) assisted once. It is interesting to note that percentage of parent participation during this period ranged from 77% in one teaching center to 96% in another.

June 3, it would be expected that parents serve between two and three times. Of the 686 families rated on this objective, parent or parent substitutes from 83% of the families assisted in Saturday School and met the criterion. The following chart indicates parent participation by teaching teams.

	Population	Number of Parents Participating at Least 2 Times	% of Parents
Team I	7 3	63	86%
Team II	81	5 5 *	6 8%
Team III	94	80	85%
Team IV	95	87 .	92%
Team V	96	82	85%
Team VI	101	83	82%
Team VII	146	126	86%



In looking at the total year, parent volunteers should nave assisted in Saturday School at least four times. The following chart indicates that 78% of the parents met the criterion of working once every two months. Furthermore, it should be pointed out that 66% served five or more times.

Team II Team III Team IV Team V Team VI	Population 73 81 94 95 96 101	Number <u>Serving</u> 62 46 73 90 76 78	% Serving 4 Times 85% 57% 78% 95% 79%	* Serving 5 Times 67* 41* 67* 92* 69* 67*
Team VII	146/	109	75%	56%

It should be noted that only eight children out of a possible group of 686 were not represented by parent assistance on Saturday throughout the school year. Ten children were represented only once. On the other hand, there were a large number of families that lar exceeded the expected criterion. A number of parents served between 10 and 20 times throughout the school year.

Although we did not meet 100% parent achievement of this objective, there is a marked increase of parent participation over the first year of the program. It is also interesting to point out that socio-economic level was not a factor in determining parent participation. Rather the effectiveness of certain teachers in involving parents seems to have been an important



parent participation depended on several excellent high school girls who assisted throughout the year and thus, did not rely on parent assistance. Continued efforts in closer approximation of 100% parent achievement of this objective will be made in the coming project year.



e. Process Objective Two

Each parent receiving home visits will follow instructional procedures (µse activities or materials suggested by the teacher during the previous visit).

Data pertaining to this objective was obtained on 638 parents at both the beginning and end of the second program year. A tabulation of ratings made after the first or second home visit showed that 163 (26%) of the parents had used several activities suggested by the teacher, 183 (29%) had used one activity suggested, and 292 (46%) were rated as having used none of the activities or materials suggested. A summary of ratings made after the last home teaching session at the end of the year showed that 273 (43%) of the parents had used several activities suggested by the teacher, 236 (37%) had used one activity maggested, and 129 (20%) were rated as having used none of the activities or materials suggested by the teacher during her pre-There were far fewer parents (63 or 26%) vious visit. who used no activities at the end of the year than had beer the case at the beginning of the year. When the beginning and final mean ratings of this three point scale were compared using a paired observation t test, the analysis yielded a highly statistically significant t of 10.33 (p < .01) between the initial mean rating of '.80 and the final mean rating of 1.23. Appendix B-1 and B-2.)

The findings during the second project year are highly



similar to those obtained during the first project year. In both instances the goal of all parents using at least one activity suggested by the teacher was fairly approximated (78% and 80%, respectively during the two succeeding years) at the end of the year. Hopefully this goal will be more closely approximated during the third project year.



f. Process Objective Three

Parent Study Groups will be established with parents, guidance counselors, and project staff members determining the content, structure, and frequency of group meetings.

A four week short course for parents on communicating with their child, entitled "Are You Listening?," was conducted by two district elementary guidance counselors during January and February. An enrollment figure of 47 indicated the projected enrollment limit of 40 had been exceeded. The course was well received by parents.

In May, one of the Child Development Consultants presented a program entitled "The Shy Child." An audience of 54 persons was present for the film presentation and discussion that followed.

The child psychologist and the two child development consultants have met with parents on an individual basis. During the first half of the school year, they concentrated on working with teachers and the remainder of the year worked closely with both teachers and parents. It was felt that attention to individual problems was more effective than group meetings in relationship to the available time. (See Final Report - Sub-Component for the Emotionally Handicapped, Sidney Kasper, Ph.D.)



3. THE STAFF

3

a. Product Objective One

Each Parent-Child Early Education teacher will utilize appropriate motivational techniques (e.g., reinforcement and feedback strategies) for environmentally disadvantaged and handicapped pupils. By the end of the first year of project operation, each PCEE teacher will be rated at least a "four" on a five-point rating scale as assessed by the Project Director through classroom observations.

Data were collected on items relating to this objective by the Project Director during Saturday School classes at the beginning and end of the second program year and during one home visit with each teacher midgear. Patings on these items were also made by elementary principals during one home visit made by them in the middle of the year. (See Appendix K-1.) The five-point scales relating to this chjective together with the proportions of teachers identified as deficient at the beginning and end of the second program year by the Project Director are listed below:

1) Used appropriate versus happropriate teaching

techniques -- Of the 24 teachers rated by the

Project Director during Saturday School at the

beginning of the program year, 19 (79%) were



rated as "thre ' or less on this five-point scale, thus being identified as deficient on this trait. The tabulation of teacher ratings made during Saturday School at the end of the second project year showed that six teachers (25%) were judged to be deficient. Thus, at the end of the second program year, 13 (54%) more teachers were rated as using appropriate teaching techniques during Saturday School than had been the case at the beginning of the year. Comparing these ratings with those obtained during the first project year, it may be seen that more teachers, especially in their initial ratings, were judged to be deficient in this trait during the second program year. The summary of ratings made during the midyear home visits by the Project Director showed that 11 teachers (46%) were judged to be deficient on this trait in that setting, whereas of the 17 teachers rated by the principals in that setting only two teachers (12%) were judged to be deficient.

2) Aware versus unaware of children's needs -- Of the 24 teachers rated during Saturday School by the



Project Di ector on this trait, 18 (75%) were found to be deficient at the beginning of the second program year, whereas six (25%) were judged to be deficient at the end of the program year, a decrease of 11 (46%). Again, compared to ratings obtained during the first program year, more teachers during the second year were considered deficient in this trait. The ratings made during home visits by the Project Director showed that ten teachers (42%) were judged to be deficient in their awareness of children's needs in that setting, whereas of the 17 teachers rated by the principals in that setting only one teacher (6%) was judged to be deficient.

3) Used positive versus negative motivation --

Eleven teachers (46%) were rated "three" or below on this five-point scale in Saturday School observations at the beginning of the program year. At the end of the second program year, however, only one teacher (4%) was found deficient in her use of positive motivation. These findings, as compared to those obtained during the first program year,



show that more teachers were judged to be deficient at the time of initial Saturday School ratings, but that exactly the same number were judged to be deficient in their final ratings.

Both the Project Director and elementary principals rated only one teacher as deficient in this trait during midyear home visits.

Twelve teachers (50%) were rated as "three" or less on this five-point scale by the Project Director at the beginning of the second program year whereas only one teacher (4%) was judged to be deficient in using positive reinforcement in Saturday School at the end of the year, a decrease of 11 (46%). These findings, compared to those obtained during the first program year, show that more teachers were judged deficient during their initial ratings, but that exactly the same number were so judged in their final ratings. Both the Project Director and elementary principals rated no teacher as deficient in this trait during home visits.



5) Accomplished task objectives: 100% ... 0% --Sixteen teachers (67%) were rated as achieving fewer than 75% of the task objectives during the Saturday School session when observed by the Project Director at the beginning of the second program year. At the end of the program year only one teacher (4%) was judged to be deficient, a decrease of 15 (62%). These findings, as compared to those obtained during the first program year, show that while more teachers were rated as deficient on this scale during the second program year initially, fewer were judged to be deficient on their final ratings. Both the Project Director and elementary principals rated only two teachers as deficient on this trait in the home visit settings.

In sum, these ratings indicate that while at the beginning of the second year of project operation from one-half to more than three-fourths of the teachers were judged to be deficient on these five items of the Teacher Rating Scale, at the end of the year most of those teachers judged to be deficient showed that they had changed sufficiently so as to be rated as using appropriate techniques.



Between 75% and 96% of the teachers had met the criteria set for them by the end of the second year.

While it is true that not every teacher met the criteria, the vast majority did so. In two instances they did not meet the criteria as well as during the first project year; in two other instances they equalled the teachers in the first project year in meeting the criteria, and in one instance they exceeded the teachers in the first project year in meeting the criteria. It is expected that there will be little teacher turnover during the third project year and so it is hoped that 100% achievement of the criteria will be met during the next year.



b. Product Objective Two

Each Parent-Child Early Education teacher will be able to correctly identify learning problems due to emotional disturbance, learning disabilities, experiential deprivation, physical handicaps, and mental retardation on the basis of observation of pupils in the learning situation. Evidence of correct identification will be demonstrated by the accuracy of their referrals as judged by the Consultant Specialists for the Handicapped.

The initial identification of learning problems was made by the Consultant in Learning Disabilities and the Consultant in Emotional Disturbances. They jointly reviewed the initial screening battery results on all pupils entering the PCEE Program and recommended further diagnosis as needed. Subsequent additional referrals were made by teachers based on their observations and work with the children and their parents.

The Consultant Specialists have reported the following in respect to teacher accuracy in referrals:

1) Learning Disabled

The project staff referred children seen in Saturday School or for home visits to the project consultants as behaviors warranted such referral. Background data on children referred was reviewed by the learning disabilities teachers or the special education consultants. A total of 22 children were referred as possible learning disabled. Most of these were observed by the educational specialist and



the remainder were tested by the learning disabilities teachers and three children received instruction from them. In most cases, the child was not severely learning disabled but needed different teaching techniques to ameliorate the problem. According to the Consultant for Learning Disabilities approximately ninety percent of the teacher referrals were correct. (See Final Report Sub-Component for the Learning Disabled, Mary Dasovich, Ph.D., Appendix P)

2) Speech Problems

A total of forty-seven children were referred for speech evaluation. All had speech problems but due to their general maturity and chronological age, it would not be expected that normal speech sounds be completely developed. Teachers generally referred far too many children. During the coming project year, in the orientation workshop, attention will be given to true speech problems of age four children and ways of identifying them. (See summary of Report on Speech Therapy, Arthur Kelley, M.A., Appendix Q.)

3) Emotionally Handicapped

One of the important product objectives in this project was the development of skill and expertise



by teachers as regards identification of children with special learning problems related to emotional handicaps. Equally important was the extent to which teachers utilized the consultation time of the consultant or specialists within the Child Development Component. Provisions were established for each teacher to record various observations pertaining to classroom behavior of the child along with regular opportunities for consultation with the specialist. Accordingly, regular opportunities for consultation were provided during the team planning sessions on Wednesday afternoons and Thursday mornings biweekly. Beyond this, there were opportunities for consultation on Saturdays when specialists observed children in the school setting. In all, there were six scheduled opportunities each month when specialists and teaching staff might meet.

The attempt to measure accuracy of referral is actually confounded by the relatively close working relationship established between teaching staff and child development consultants. In this relationship, the more common pattern was that of a teacher requesting the services of the specialist regarding a particular child or particular problem. There were other situations where the consultant might observe a child and then contact the teacher regarding his



¿awareness of a problem. As a result, the question of accuracy of referral was impossible to judge in a pure sense and virtually beyond us in a statistical sense.

As a further illustration, where it might be felt that the question of accuracy in teacher judgments might be examined in light of their use of the Nursery School Adjustment Rating Scale, it was the Consultant's objective to review the cases with low ratings and to discuss certain cases with the teachers, afterwards perhaps even calling attention to an occasional case where the child's rating was low but no known referral had been made. This situation highlights our subjective impression: We are aware of no instance in which a teacher referral to our staff was inappropriate. Such errors as may have occurred were conceivably errors of omission rather than commission, usually being instances in which lack of grossly deviant behavior fostered lack of attention to other problems.

(See Report, Sub-Component for the Emotionally Handicapped, Sidney Kasper, Ph.D., Appendix S.)

4) Mentally Retarded

Referral of pupils suspected of low intellectual functioning or mental retardation was made, on the basis of test scores received on the preliminary



unable to test on the Slosson Intelligence Test as well as those obtaining I.Q. scores of 85 or below were referred to the Psychological Examiner for evaluation. Several additional referrals, three in number, were made by teachers. In all cases, the children were not retarded but needed adaptation and programming to their learning styles.

(See Final Report, Sub-Component for the Mentally Retarded, Allan Yater, Ph.D., Appendix R.)



c. Product Objective Three

For those Parent-Child Early Education pupils identified through further diagnostic procedures as having learning problems due to emotional disturbance etc., teachers will carry out prescriptions (individualized materials and/or teaching techniques) made by the Consultant Specialists for the Handicapped. Through systematic observations, the specialists will determine whether or not each teacher is following the prescriptions.



ŧ,

d. Product Objective Four

Parent-Child Early Education teachers will establish positive relationships with parents in Saturday School and Home Teaching. Teachers will do this by showing that they respect parents' competencies in teaching children. This will be systematically monitored by the Project Director and periodically by elementary principals and parents.

Data were collected on teachers' modes of interacting with parents during Saturday School at the beginning and end of the program year and during one home visit midyear as rated by the Project Director. Elementary principals also rated the teachers on these traits during their midyear home visits. See Appendix K-l for the complete frequency tabulation of these ratings. Additional ratings were made by parents on a different set of scales and these are discussed in the supplementary evaluation section following Staff Product Objective Six.

The scales relating to this objective are given below, together with the results:

1) Respect for parent competencies: evident versus

not evident -- Of the 24 teachers rated during

Saturday School by the Project Director on this

trait, 13 (54%) were found to be deficient at



the beginning of the second program year, but only one (4%) was judged to be deficient in her evidence of respect for parent competencies at the end of the program year. Compared with the ratings obtained during the first program year, more teachers during the second year were judged to be initially deficient, but fewer were judged deficient in their final ratings. The ratings made during the midyear home visits showed that five teachers (21%) were judged deficient in this trait by the Project Director whereas only one teacher (6%) of the 1% rated by the principals was judged deficient.

2) Relationship with parents: positive versus negative -- Nine (38%) of the 24 teachers rated on this five-point scale in Saturday School observations at the beginning of the second program year were judged to be deficient. At the end of the year, however, only one teacher (4%) was found to be deficient in her relationships with parents.

These finding are quite similar to those obtained during the first project year. The ratings made during the midyear home visits show that two teach-



ers (8%) were rated as deficient on this trait by the Project Director whereas none were rated as deficient by the elementary principals.

A substantial proportion of teachers was rated as deficient in their relationships with parents at the beginning of the year. By the end of the second project year, however, only one teacher in the Saturday School setting and two teachers in the home visit setting were still judged to be deficient in this trait. Thus 96% of the teachers met the criterion set for them of establishing positive relationships in Saturday School and 92% of the teachers met this criterion in the Home Teaching setting.



e. _roduct Objective Five

Weekly Home Activity Packets that complement the instruction given in Saturday School (as described in the staff activities component) will be developed by the Project Director, Parent-Child Early Education teachers, specialists for the Handicapped, and the Project Disseminator. The content validity of these materials will be judged by an early child-hood specialist as well as by teachers' reports based on the appropriateness and usability of these materials with PCEE pupils.

Home Activity Guides, prepared by the staff, are given to the parents weekly suggesting games and activities to use at home relating to the skills being taught at school. Teachers assist parents in selecting from the broad range of activities in each guide those that are most appropriate to their child's level of readiness.

Responses of the 24 teachers to a questionnaire, January, 1973 on the appropriateness and usability of the activities in the Home Activity Guides are summarized: The complete tabulation of teacher responses to the questionnaire may be found in the Continuation Report of February, 1973.

- 1) How appropriate are the activities in the Home Activity Guide?
 - 9 (38%) Activities are very appropriate
 - 9 (38%) Activities are appropriate
 - 6 (24%) Activities are somewhat appropriate.

Some teachers felt that the activities were too difficult for their children, while others felt the need for



more challenging tasks. It was also felt that we were suggesting too many activities and few activities would appear lest formidable to parents. Tasks generally follow the outline of skills in the Sequence Chart of cognitive Skills plus activities which encourage classifying, inquiring, comparing, and creating.

2) How useful are they to parents?

6 (25%) - Very useful

7 (29%) - Useful

11 '46%) - Somewhat useful depending on the parent

Teachers, during the Home Visit point out specific tasks on the Iome Activity Guide that can be useful to their child. The Juide appears to be very useful to parents who take the time. Based on the growth that teachers have noted, it is evident that many parents have given much time to their child.

Responding to the suggestions made on the questionnaire, the format of the guide was changed somewhat. Fewer activities were presented and in some cases activities were presented in sequence of difficulty. We believe the guide to be useful only to the extent that the teacher personalizes it for the child.

In May, Dr. Walter Hodges, consultant in early education, visited the program and inspected the Weekly
Home Activity Packets. He commented in the Interim



Audit Report, prepared by Educational Management
Services, Inc., "that the content validity of these
activities is difficult to judge. If the teachers
work through them with parents, identify the ones
appropriate for particular children and follow-up
on the results at their next visit, it would be hard
to say that they are not valid. Without such teacher
support, effectiveness of the Guides might be
questioned."



f. ≥roduct Objective Six

A Parent-Child Early Education Curriculum Guide will be developed by the Project Director and PCEE teachers. The guide which will include performance objectives and a sequence of activities to meet each objective will be integrated into the district Early Childhood Curriculum Guide Series already developed for kindergarten and beginning primary levels. Monthly planning charts will also be developed listing the major concepts to be introduced in Saturday School along with a record of each child's progress toward mastery. The Guide will be reviewed for its content validity by an early childhood education specialist and for its appropriateness and feasibility by the PCEE teachers and Project Director.

In the first year of the project we took the initial steps in developing a curriculum guide, using as a reference inventories of basic skills and behaviors, including the skill outline developed in the DARCEE Project, Valett's Psychoeducational Inventory of Basic Learning Abilities, the district Early Childhood Curriculum Guide Series, and the district Gross Motor Guide. The Sequence Charts of Skill Development are designed as basic outlines around which teachers plan their monthly programs. Learning activities developed from the Sequence Charts focus on the development of: language skills, math and science concepts, perceptual skills, physical skills, the creative arts, and personal and social growth. Items on the outlines such as "Recognizes numerals 1-5" followed by "Recognizes numerals 0-10" allow for) evaluation on whatever level the child is working.



An analysis of the skills list from the first year of the project indicated that most of the objectives were presented in proper sequence. Several skill items presented toward the end of the program year were rearranged in sequence. The Sequence Chart divided into five time periods contains language skills, and and science concepts, perceptual and physical skills. Behavior items such as "Expresses feelings in acceptable ways," are observed and evaluated throughout the year.

The teaching staff evaluated the usefulness and appropriateness of the Sequence Charts of Skill Development and of the skills themselves in January, 1973 and this is reported in the Continuation Application, February, 1973.

1) How useful are the monthly skill development outlines to you in planning your program?

15 (52%) - Very useful 9 (38%) - Useful

Teachers commented that they could not teach without this Guide.

2) How appropriate are these skills with your children?

12 ('t) - Very appropriate

8 (33%) - Appropriate

1 (4%) - Somewhat appropriate

3 (12%) - Inappropriate

Depending on the children that they were working with, teachers felt that some skills were too easy or too



cifficult. The director is cognizant of this problem and is working with the staff on greater differentiation of skills in relation to individual students.

Children are evaluated on all items on the Skill Sequence Chart as to the time of mastery. Those skills which are critical are reported to kindergarten teachers through an end of the year report.

Learning activities correlating with each Sequence Chart of Skill Development were developed and contributed by the teachers involved in the project last year. In recent months, the project director has organized these activities and added additional ones. This has been organized into a first draft of a curriculum guide and the staff is presently engaged in a final revision. Several inservice meetings have been related to interpretation of objectives and guidelines for the program.

In conferring with our early education auditor, Dr. Walter Hodges, it was concluded that we needed to develop a contextual framework within which to place the curriculum skills list and that the process of staff involvement in developing the guide should be continued. This was deemed more desirable and valuable than completing the guide at this time. The auditor indicates



in the Interim Audit Report that this is a sound and necessary next step. "It will help staff interpret objectives in a more extensive manner and may help to prevent the 'tunnel vision' sometimes experienced by teachers who feel they must meet specific behavioral criteria with their children." It is expected that the guide will be completed by January, 1974 and will contain a rationale and description of early education, a revised skills list and appropriate activities along with a list of instructional materials.



g. Process Objective One

Each Parent-Child Early Education teacher will attend at least two inservice sessions per month to learn how to:

- A. Utilize appropriate motivational techniques for environmentally disadvantaged and handicapped pupils.
- B. Accurately identify and work with pupils who have learning problems due to emotional disturbance, learning disabilities, physical handrcaps, low intellectual functioning, and mental retardation.

Beginning August 28, 1972 a three week (20 hours per week) preservice training for teachers included: test administration, scoring, and interpretation; use of project instruments and rating forms and sequence charts of skill development; content and use of instructional materials; task analysis; development of learning activities for teacher and parent use; video tapes of Saturday School and home teaching; and working as partners with parents. Consultant Specialists, the Project Director, and other specialists in the program have assumed responsibility for providing teacher preservice and inservice training.

With the implementation of Saturday School on September 23, 1972 and Home Teaching, staff inservice has been given in weekly sessions held on Wednesday and Thursday. Each Saturday School teacher attends a two hour session per week on one of these two days.



Major inservice activities and the approximate percent of time allotted to each are summarized as follows:

- 1) Identifying needs of children; discussing emotional problems and ways to modify behavior and appropriate teaching techniques for different kinds of learners - 50% of time.
- 2) Team planning of the instructional program for Saturday School and Home Teaching - 40% of time.
- 3) Formalized staff development activities led by Consultant Specialists in the program 10% of time. Topics for discussion include analyzing a task, programming instruction, and developing oral language skills.

The team leaders from each of the seven school centers meet monthly with the Project Director and discuss needs of their team and provide direction to the total program.

Teacher attendance records show no absences during the three week preservice workshop.

Attendance of the twenty-four teachers at weekly inservice sessions September, 1972 through June 1, 1973 is summarized as follows:

- 1) 17 (71%) teachers had perfect attendance
- 2) 6 (25%) teachers had one absence
- 3) 1 (4%) teacher had two absences

In addition, all teachers except one participated in the Early Childhood Workshop on June 12-13. As can be seen from the summary, all teachers far exceeded attendance expectations.



h. Process Objective Two

Each kindergarten teacher will attend at least four inservice sessions during the first year of the Project operation to learn how to:

- A. Utilize appropriate motivational techniques for environmentally disadvantaged or handicapped pupils.
- B. Accurately identify and work with pupils who have learning problems due to emotional disturbance, learning disabilities, physical handicaps, low intellectual functioning, and mental retardation.

As a continuation of this project in the second year, several inservice sessions have been provided for kindergarten teachers by the project.

1) November 9, 1972 - A half day session was spent in discussion of the following topics:

"The Language Disabled Child" - Dr. Eleanor Kenney

"Task Analysis" - Dr. Norman Garber

- 2) December 2, 1972 "Conducting a Home Teaching Visit" - Two Saturday School Teachers and a kindergarten teacher shared their approaches in home teaching.
- 3) January 17, 1973 "Learning Concepts Through Creative Movement" Dan White, Physical Education Coordinator. Both kindergarten and beginning primary teachers attended this meeting.

 Beginning primary teachers will become a part of the project next year.



- 4) February 21, 1973 "Programming Instruction" Dr. Allan Yater, Project Specialist.
- 5) April 4 and 18, 1973 Short Course "How Children Learn?" Dr. Allan Yater

In order to provide for continuous progress into kindergarten and beginning primary of each child who began his school experience with us at age four, a two-day staff development course on "Individualizing Early Education" was conducted by the project staff c::

June 12 and 13. Participants included 26 of the 28 district kindergarten teachers, 28 of the 36 beginning primary teachers, the entire staff of the Parent-Child Early Education Program and several principals. The school district paid the expense of participation for district personnel, thus indicating its indorsement of the importance of curriculum development for early education and of the PCEE Program.

Leadership for the inservice course was provided by the Project Director, Consultant Specialists and kindergarten and beginning primary teachers. The program focused on the following topics:

- 1) Observing Children Objectively
- 2) Motor Development and Social Learning
- 3) Correlating Language Arts Activities
- 4) Working With Emotional Problems
- 5) Working on the math curriculum for early education
- 6) Reading Programs SWRL and the Language Experience Approach
- 7) Discussion of individual children and analysis of testing information between current and future teachers.



In summary, the kindergarten teachers have fulfilled the terms of this objective and special assistance has been provided the kindergarten teachers throughout the year so that the full effect of the Parent-Child Early Education Program could be realized. The director has visited every kindergarten class three times this year. She has also evaluated the kindergarten staff using the Teacher Rating Scale used in the Parent-Child Early Education Program. Kindergarten programs and problems have been discussed with the teachers involved and also the Principal of each school.

The Project Director has met several times with four district Curriculum Consultants who serve elementary schools, including the kindergarten, on a regular basis. Attention has been given to specific needs of the kindergarten including: The Extended Day Program, Home Teaching visits, learning problems of children, the SWRL reading material, and small group instruction. These consultants have been most helpful in monitoring and providing leadership with the kindergarten staff.

Follow up service to children identified in the PCEE Program as having various learning problems has been



provided by the learning disabilities specialist and special education specialist. In addition, special teachers funded index Title I have worked with children in six schools in the area of language and petual development.



1. Process Objective Three

Each Parent-Child Early Education teacher will demonstrate appropriate teaching techniques (e.g., reinforcement methods) to parents during Saturday School. The Project Director will determine whether teachers are carrying on this activity through observations of teacher-parent interactions during the Saturday School classes.

Data were collected on items relating to this objective by the Project Director during Saturday School classes at the beginning and end of the second program year and during one midyear home visit. Principals also made ratings of teachers on these items during midyear home visits. (See Appendix K-1.) The rating scales relating to this objective, together with the proportions of teachers identified as deficient (rated as "three" or less) are given below:

parents: effectively ... ineffectively -- Of the 24 teachers rated by the Project Director during Saturday School at the beginning of the second program year 19 (79%) were judged to be deficient in effectively demonstrating appropriate teaching techniques to parents. The tabulation of teacher ratings made during Saturday School at the end of the year showed that only three teachers (12%)



the end of the second program year 15 more teachers were rated as effectively demonstrating appropriate teaching techniques than had been the case at the houning of the year. Comparing these findings to those obtained during the first program year, it can be seen that although more teachers were rated as deficient at the beginning of the second year a lower number were so rated at the end of the second year. The summaries of ratings made during the home visits show that the Project Director judged eight (33%) of the teachers to be deficient on this trait whereas of the 17 teachers rated by the principals only two teachers (12%) were so judged.

Demonstrated positive motivation and reinforcement techniques: effectively ... ineffectively -- Of the 24 teachers rated during Saturday School sessions by the Project Director on this trait, 17 (71%) were found to be deficient at the beginning of the second program year but none (0%) were judged to be deficient on this characteristic at the end of the year. Comparing these findings to



those obtained during the first program year,
it can be seen that while more teachers were
rated as being deficient on this scale at the
beginning of the second program year, fewer were
so judged at the end of the second year. The
ratings made during the midyear home visits show
that the Project Director rated three teachers
(12%) as being deficient in effectively demonstrating positive motivation and reinforcement
techniques while the principals judged only one
(6%) of the 17 teachers they rated to be deficient.

while it is true that not every teacher met both criteria, the vast majority did so. The fact that 88% of the teachers effectively demonstrated appropriate teaching techniques to parents and that 100% of the teachers effectively demonstrated positive motivation and reinforcement techniques would indicate a somewhat closer approximation to the goal of 100% attainment of this objective than had been achieved during the first program year. It is hoped that this goal will be completely attained during the third year of project operation.



j. Process Objective Four

Each Parent-Child Early Education and kindergarten teacher will teach each other's classes at least once during the first year of the program so as to demonstrate the need for, and the ways in which to, coordinate the PCEE and kindergarten programs.

The purpose of this objective as stated is to coordinace the PCEE and kindergarten programs. This year on March 3 kindergarten teachers and principals again were invited to visit Saturday School along with beginning primary teachers. At that time five principals, eight kindergarten teachers, and nine beginning primary teachers observed the program. Since many kindergarten teachers and principals had visited Saturday School during the first year of the program, it was felt that closer coordination of the PCEE and kindergarten programs could be done in a different . Therefore, principals and kindergarten manner. teachers were invited to accompany the PCEE teacher on a home teaching visit. Sixteen of the seventeen principals made a home teaching visit and did rate the teachers on their performance. In addition, eighteen of the thirty-one kindergarten teachers accompanied the PCEE teacer on a home teaching visit. This, we believe, was a fine response since kindergarten teachers' schedules often do not coincide with those of the PCEE teachers. Also, two current kindergarten teachers are former teachers in the PCEE Program and are well aware of the home teaching process.



All teachers in the early education program visited in the kindergartens during the spring to observe small group instruction in particular. A written report concerning the curriculum content and the means of adapting to individual differences was made upon completion of the visit.

It is planned that the PCEE teachers will visit in the kindergartens early in the fall so that they may focus on the progress of children with whom they have worked during the current school year.



k. Process Objective Five

Parent-Child Early Education teachers will work collaboratively with one Project Director in monthly meetings to develop weekly Home Activity Packets that complement the instruction given in Saturday School.

The Home Activity Guides for parents are prepared weekly by the Project Director and the Project Disseminator. The content is directly related to the skills checklist and the instructional program in Saturday School and in home teaching. Also included is a Memo to Parents which gives advices on child rearing practices and offers suggestions on teaching tips for parents.

Since the Home Activity Guide this year is a revision of activities used last year in the program, teachers have not been so closely involved in providing activities. However, in response to the question on the Home Activity Guide presented to teachers in January, 1973, 76% of the teachers felt that the Guide was appropriate or very appropriate. Some believed that too much material was presented to parents and that there needed to be a greater range of difficulty in activities. Therefore, beginning in February, 1973, a revised guide was developed which incorporated the previously mentioned suggestions. We believe that the Home Activity Guide is now quite well developed and we do not expect major changes next year.



1. Process Objective Six

Parent-Child Early Education teachers will work collaboratively with the Project Director in monthly meetings to develop monthly planning charts and a curriculum guide.

This objective has been prevously discussed under
THE STAFF: Product Objective Six and Process Objective One.



m. Supplementary Information

Parent ratings of both the PCEE Program and their children's teachers were collected at the end of the second program year. Six hundred and one parents responded to ten five-point scales evaluating different aspects of the program and parental percep-The ten items, together tions of the teachers. with the N's and percentages for each point of the scales, are given in Appendix K-2. Inspection of this appendix shows that the vast majority of parents thought that the tasks presented to their children were interesting and met their educacional needs (99%), that the home visit was a good learning experience for both the child and the parent (98%), and that as a result of participating in the program they felt better able to deal with their child both educationally and personally (95%). A somewhat smaller majority of parents agreed with the statements that they would like to receive home visits . when their children go to kindergarten (80%) and that as a result of their experience in teaching Saturday School they would like to assist in the kindergarten next year (76%). Looking at the scales dealing with their children's teachers, it may be seen that nearly all parents thought that their child's teacher seemed to be very interested in their child as an individual (93%), that the teacher prepared and explained the parents' lessons to them when they taught at Saturday School (99%), that their child's teacher liked the parents both as parents and people (98%), that if they had another preschool child they would like him to be taught by the same teacher (96%), and that the teacher really got them interested in doing more with their children than they had done before (91%).

In sum, parents responded very positively to all aspects of the program and to their children's teachers on the items presented to them.



The Project Director evaluated 29 of the 31 kindergarten teachers in the district on seven five-point
rating scales both at the beginning and end of the
1972-1973 school year. The scales, together with
the N's and percentages of each point of the scales,
are given in Appendix K-3. A summary of the comparisons between initial and final kindergarten
teacher latings are given in Appendix K-4.

As can be seen in Appendix K-4, the large majority (more than 62% and as high as 86%) of the teachers were rated as being initially deficient in their use of appropriate teaching techniques, positive motivation and reinforcement techniques, in their awareness of the children's needs, in their relationships with parents, and in their accomplishment of task objectives. By the end of the year, there were statistically significant changes on all seven scales in the direction of more positive ratings. Concomitantly far fewer teachers were judged by the Project Director to be deficient in the traits rated. Fewer than 38% of the kindergarten teachers were rated as deficient at the end of the year on any scale.

In sum, the vast majority of kindergarten teachers were found to be initially deficient in their modes



of teaching, and interacting with, children in their classes at the beginning of the year. By the end of the year, the majority of these teachers were rated as using appropriate teaching techniques and interacting in positive ways with both pupils and parents.



4. THE HANDICAPPED

a. Product Objective One, The Child

Each child identified as learning disabled and who scores below average on social growth and, independence as measured by the Inventory for Pre-School and Kindergarten Children at the beginning of the Parent-Child Early Education Program will increase his score by a minimum of two points by the time of exit from the Program.

The Myklebust Pupil Maturity Scale was used in place of the Yater-Barclay Inventory for Pre-School and Kindergarten Children for reasons cited in the Evaluation Report, Project Year I. The Myklebust Scale was administered to 17 pupils tentatively identified as learning disabled in the fall, 1972 as part of the further screening battery and again at the end of the second program year. A summary of the results of both administrations is given in Table 10 together with the norm d ta for this test.



Table 10 Results of Further Screening and Final Testing of Pupils Identified to be Learning Disabled on the Myklebust Pupil Maturity Scale (N = 17)

				<u> </u>		
Variable	Sample	Mean	Standard Devia- tion	t	р	Range of Scores
Auditory Comprehension	LD - Pre LD - Post Norming	9.71 11.00 12.75	2.84 1.89 3.53	1.90	n.s.	5-16 9-15
Sp ok en Language	LD - Pre LD - Post Norming	12.24 15.12 15.89	2.84 2.52 3.80	3.31	۷.01	9-16 12-20
Orientation	LD - Pre LD - Post Norming	9.88 11.76 13.35	1.78 2.17 3.03	3.13	<.01	8 -14 8 -1 5
Motor Coordination	LD - Pre LD - Post Norming	8.41 8.41 9.57	2.06 .90 1.74	4 1	n.s.	7-13 8-10
Personal- Social Be- havior	LD - Pre LD - Post Norming	19.82 20.65 26.31	3. 1 4.14 6.09	4 1	n.s.	15 -2 7 15 -2 6
Total Score	LD - Pre LD - Post Norming	60.06 66.94 77.86	6.10 6.99 16.19	3.74	<.01	53 - 71 5 4- 77

It can be seen that the pupils tested on the Myklebust Scale scored considerably below the means reported for the norming group on all five subtests as well as on the total test at the time of the first administration. These pupils improved their scores in the areas of Spoken Language and Orientation, as well as on the Total test in a statistically significant manner by the time of the second administration. There were no statistically significant changes in the areas of Auditory Comprehension, Motor Coordination, or



Personal-Social Behavior. In general, those pupils who were identified as being learning disabled scored more like the norms reported on their second test administration than they did on the first administration but they had not yet succeeded in entirely closing the gap between their scores and those reported for the norming group.

If one uses the criterion of a minimum increase of two points in score for each child set forth in the objective when the Yater-Barclay Inventory was used, it may be seen that six pupils of the 17 tested (35%) achieved this criterion on the Auditory Comprehension subte t; 11 (65%) gained two or more points on the Spoken Language and Orientation subtests; four (24%) gained two or more points on the Motor Coordination subtest; eight (47%) achieved this criterior on the Personal-Social Behavior subtest; and, 13 (76%) achieved the criterion on the Total Test. between 24% and 76% achieved the criterion of a minimum two-point gain between the two administrations of the Myklebust Scale. While this falls considerably below 100% achievement of this criterion, it is hoped the criterion will be more closely approximated during the third year of project operation.



b. P duct Objective Two, The Child

Each child identified as learning disabled will snow a minimum of four months gain for each three months in the program, in perceptual, physical motor, and language development as measured by such tests as Development Test of Visual-Motor Integration and Oseretsky Motor Proficiency Test, ITPA, and PPVT.

Of the 51 pupils suspected of being learning disabled on the basis of the initial screening, 32 were further tested using a diagnostic battery which included the Beery Visual-Motor Integration Test, the Peabody Picture Vocabulary Test, the Goodenough-Harris Drawing Test, the Oseretsky Motor Proficiency Test, and the Sievers Differential Language Facility Test. Of these 32 children, 18 were diagnosed as being truly learning disabled by the Consultant Specialist for Learning Disabilities. Eighteen of these pupils received the diagnostic battery in the fall and again at the end of the program year. pupls who through the initial diagnostic testing were found not to be learning disabled were observed throughout the school year. On the basis of teacher opinion and the viewpoint of the educational specialist, no learning disabilities were apparent and retesting appeared unwarranted and unnecessary. A summary of the results of these tests is given in Table 11. (For frequency distributions of the results of each test, see Appendix L.)



Table 11
Results of Further Screening and Final Testing of Pupils
Tuentilies to be learning Disabled*

		Alactric Land a L		X = 1. I	J ± C, C,		
Name of Test		Number of Pupils Given Test	Mean	Standard Devia- tion	t	į. Į	Range of Scores
Beery	Pre Post	18 18	41.78 60.50	8.04 5. 7 5	8.10	<.01	34-57 49-72
Peabody	Pre Post	13 18	58.89 70.83	9.11 10.99	5.97	<.01	44 -7 6 55 - 94
Oseretsky	Pre Posi	17 17	62.12 70.62	7.32 5.78	3.79	<.01	52 - 79 64 - 88
Sievers	Pre Post	16 16	61.28 78.17	11.20 2.18	6.65	∠. 01	46 -7 9 72-7 9
Goodenough	Pre Post	17 17	82.71 92.12	14.92 9.23	2.62	∢. 02	62 - 113 7 7- 113

Results of tests are given in months. The one exception is the Goodencugh-Harris which yields a standard core with a mean of 100 and a standard deviation of 15.

As can be seen from the diagnostic battery results given in Table 11, the pupils identified as learning disabled scored, on the average, considerably below the levels expected for their age (average chronological age was 53 months) on the Beery and Goodenough-Harris Tests, but somewhat above average on the Peabody, Cseretsky, and Sievers Tests on the first administration of this battery. The results obtained in the follow-up battery show that there were statistically significant changes in all tests. Pupils, on the average, achieved scores considerably above the average on the Aubody, Oscretsky, and Sievers Test. They scored at an average level for their age



on the Beery Test and somewhat below average on the Goodenough-Marris Test.

It was expected that each child identified as learning disabled would gain eight months in test scores for the six months between test administrations.

These results are as follows:

- 1) Beery Test of the 18 pupils, 15 gained more than eight months of perceptual age and three gained fewer than the eight months expected for them.
- 2) Peabody Test Of the 18 pupils, 10 gained more than eight months of mental age and eight gained fewer than the eight months expected for them.
- 3) Oseretsky Test Of the 16 pupils taking the test twice, nine gained more than the eight months expected for them, one gained exactly eight months, and six gained fewer than eight months.
- 4) Sievers Test Of the 18 pupils, 13 gained more than eight months of language age, three gained exactly eight months, and two gained fewer than the eight months expected for them. It should be noted here that all but three pupils hit the ceiling of 794 months of the test on the second test administration.
- 5) Goodenough-Harris Test Because the norms of this test are expressed in standard wore that's with a



mean of 100 and a standard deviation of 15 points, rather than in age units, a reasonable expectation of gain for these pupils was agreed upon to be one-third of a standard deviation, or five points. Of the seventeen pupils taking the test twice, li exceeded the five point increase expected for them and six failed to achieve this expectation.

In general, the pupils apparently benefitted from the special programs devised for them, especially in the areas of perceptual development (measured by the Beery Test) and language development (measured by the Sievers Test).

Next year, the two specialists in learning disabilities will follow-up on the progress of these children by consultation with the teacher, observation of the children in the classroom setting, and recommendations as to learning tasks and ways of learning.

Comparing the results with those obtained during the first year of project operation one may see that pupils identified as learning disabled scored higher, on the average, on the first administration of the Goodenough-Harris and Sievers Test and lower on the Beery during the second project year. Comparing the results of the second administration of the test pattery, it can be seen that the results of the two



years are fairly similar. The pupils in the second project year scored somewhat lower on the second administration of the Peabody and Oseretsky Tests but somewhat higher on the Sievers Test than did the pupils in the first project year. A higher percentage of second project year pupils achieved the gains expected for them on the Beery Test but greater proportions of first project year pupils achieved the expected gains on the other tests.



C. Product Objective Three, The Child

Each PCEE child identified as emotionally disturbed, who was rated by his parent as showing above average symptomology on the items of the Glidewell Scale incorporated into the Behavior Checklist, "My Preschool Child," at the time of entry into the PCEE Program, will show, by the time of entry into kindergarten, a decrease of a minimum of one step on at least twenty-five per cent of the three-point scales in which the symptoms were rated as occurring "often."

Comparisons were made between parents' ratings of their child's symptomology at the time of entry into the PCEE program and at the time of entry into kindergarten on the 16 items of the Glidewell Scale. Additional analyses were calculated comparing the kindergarten ratings of PCEE pupils identified as having emotional problems to those of PCEE pupils identified as having no emotional problems. The items, together with N's and percentages for each group are given in Appendix M. The results of the comparisons made between ratings completed in 1971 and 1972 for pupils with emotional problems are given in Table 12, following, and include the means, standard deviations and paired observation test result for each item. In Table 13 may be found the results of the kindergarten ratings comparing PCEE pupils identified as having emotional problems and PCEE pupils identified as having no emotional problems including the means, standard deviations, and F test result for each of the 16 Slidewell items.





Tuble L

Summary of Results Comparing Purents' Ratings of the Glidewell Items for PCEE Pupils Identified as Having Emotional Problems at the Time of Entry Into the PCEE Program and Upon Entry Into Kindergarten (N=223)

				ergarien (.			Proport	ion rated abov
			Mean	Standard Deviation	C	2	average 	symptomology
	Tating (woo much or too little)	1971 19 7 2	.97 .62	.72 . 5	-5.22	₹. 01	161	5 ĉ 5 4
	<pre>>leeping(too much or too little)</pre>	19 7 1 19 7 2	.46 .26	. - 2 . 49	-4.74	<. 12	42 52	
-	<pre>^tomach ir- regularities</pre>	1971 19 7 2	.29 .27	. 5, 1 . 48	•	۸.3.	÷ 4 • 56	
	Getting along with children	19 7 1 19 7 2	1.09 .70	.7^ .·9	-6.39	<.51	187 130	7 9 5 9
5.	Getting along with adults	1971 19 7 2	1.10	.77 .76	-7.46	<.01	165 89	
6.	Unusual fears	1971 1972	.51	. 2	-4.73	4. 81		54 32
7.	Mervousness	1971 1972	.45 .36		-2.23	<.≎5	0.00 73	. 42 33
8.	Thumbsucking	19 7 1 19 7 2	.50 .40	.81 .73	-3.11	<.71	69 36	- /
9.	^veractiVity	1971 19 7 2	.55	. 73	-3.50	<.↑1	:21 81	
10.	Daydreaming	1971 1972	.43 .36	.53 .51	-2.4^	८. 05	3 0 5 7 d	
11.	Temper Tantrums	1971 19 7 2	.8€ .62	.55 .54	-3.85	<.01	176 251	74 68
12.	Crying	1371 19 7 2	.95 .77	. 5 Å	-4.36	<. Cl	198	84 7 1
13.	Twing	1971 1972	. 2 .51	• - • 54	-2, 4	< · ¯ ·	1.0	



(Commission)

Table 12 (continued)

			Mean	Standard Deviation	t	p		on rated above symptomology
14.	Tearing or breaking things	1971 1972	62 31	.52	-7.94	<. 01	146 68	59 30
15.	Wetting	1971 1 9 72	.55	.73 .64	_4.23	<.01	9 6 6 3	40 28
16.	Speech	1971 1972	.54 .23	.69 .53	-7.8 1	<.01	98 41	41 18

It may be seen in Table 12 that PCEE pupils identified as having emotional problems were rated by their parents as having significantly lower symptomology upon entry into kindergarten than had been the case upon entry into the PCEE Program one year earlier.

In 15 of the 16 three-point rating scales the means were statistically significantly lower upon entry into kindergarten and there were also fewer pupils rated as displaying above average symptomology (defined as a rating of "l or "2" on each three-point scale) than there were upon entry into the four-year old program.

The evaluation criterion set for pupils identified as having emotional problems was that each of these pupils would improve their ratings by at least one step on



 25_5 of the 16 items on which they had been judged to have above average symptomology initially. An analysis of these changes was made for those 220 pupils who were rated on all items in both 1971 and 1972. Of these 220 pupils, six (3%) showed no changes on their ratings; 27 (12%) changed in a positive direction on some items but not enough to reach the criterion of 25% of the items; 5 (3%) met the criterion exactly; and, 182 (82%) exceeded the criterion set for them. Of these 182 pupils who were rated by their parents as having reduced symptomology on more than 25% of the rating scales on which they were initially judged to be displaying above average symptomology, 77 were rated more positively on between 26% and 50% of the items, 64 attained lower ratings on 51% to 75% of those items, and 41 decreased their ratings on 76% to 180% of the scales on which they were initially judged to be deficient. Altogether, 187 (85%) of the 220 PCEE pupils identified as having emotional problems met or exceeded the criterion set for them. While this does mot meet the goal of criterion attainment for 100% of the pupils, it approximates it fairly well. It is hoped that the goal will be more closely approximated at the end of the second project year.



Table 13

Summary of Results Comparing Parents' Ratings of the Glidewell Items for PCEE Pupils Identified as Having Emotional Problems and PCEE Pupils Identified as Not Having Emotional Problems at the Time of Entry Into Kindergarten in Fall, 1972

			Mean	Standard Deviation	F	ha p		tion rated ove average mology
1.	Eating (too much or too little)		ED .63		3.43	n.s.	120 156	5 4 44
2.	Sleeping (too much or too little)		ED .16		6.05	<.025	5 2 52	2 4 15
3.	Stomach irregular-		ED .24		8.81	4.005	' 56 50	25 1 4
4.	Getting along with children		ED .68		8.59	∢. 005	130 154	59 43
5.	Getting along with adults	Not	ED .53		2.07	n.s.	89 91	40 26
6.	Usual fears		ED .35		13.32	∢. 005	71 69	32 19
7.	Nervousness		ED .35		15.10	4. 005	7 3 71	33 20
ε.	Thumbsucking	Not	ED .39	.73	15.89	<.005	56 4 9	25 14
9.	Over- activity	Not	ED .40		74.65	<. 005	81 77	36 22
10.	Daydrear- ing	Vot	ED .30		17.80	∢. 005	78 71	35 20
::.	Temper Tantrums	Not	ED .63		44.74	∢. 005	151 1 12	68 31

(Continued)



Table 13 (Continued)

		Mean	Standard Deviation	 F	h p	Proport aving ab symptom N	ove ave	
								
]2. Crying	E Not E	D .79	.57 .56	28.03	<. 005	160 181	71 51	
13. Lying	E Not E	.51 .38	. 5 4 . 50	8.85	<.005	110 132	4 9 3 7	
l4. Tearing or breaking things	Not E	D .31	.47 .36	19.35	<. 005	6 8 55	30 15	
15. Wetting	Not E	ED .37	.64 .36	39.00	4. 005	63 3 4	28 10	
16. Speech	Not E	ED .22 ED .23	.53 .53	~ 1	n.s.	41 61	18 17	
	` 							

The additional comparisons of PCEE pupils identified as having emotional problems to PCEE pupils identified as having no emotional problems on the 16 three-point scales summarized in Table 13 show that on 13 of the 16 scales pupils with no emotional problems were rated by their parents as having significantly fewer symptoms than did PCEE pupils with emotional problems. This may be inferred from both the statistically significant F tests and the lower proportions of pupils with no emotional problems judged to have above average symptomology. These findings should, lowever, he compared to those analyses performed between the groups on their initial ratings received prior to entry into the PCEE Program.



These results may be found in the 1972 Continuation Application Report. There it was found that pupils with emotional problems were rated as having far higher symptom-ology on each of the 16 scales than were the pupils in the comparison group. It would thus appear that while the group identified as having emotional problems is still rated as having greater symptomology than the PCEE group identified as having no emotional problems, the gap between the two groups has decreased appreciably.

In summary, it was found that PCEE pupils identified as having enotional problems substantially improved in the areas of interpersonal interaction, psychophysical symptoms and behaviors as assessed by their parents from the time of entry into the PCEE Program in fall, 1971 to the time of entry into kindergarten in the fall, 1972. Their improvement, however, was not great enough to match the ratings of PCEE pupils identified as having no emotional problems.

Tabulations were made of parents' ratings of their child's symptomology in the fall of 1972 prior to entry into the second year of the PCEE Program. Comparisons were then made between two groups of children: one group identified as having emotional problems and another group identified as not having emotional problems. The items, together with N's and percentages for different sub-samples as well as the total PCEE sample, are given in Appendix D-2. The means,



standard deviations, and \underline{F} test results comparing the two groups are presented in Supplementary Table 14.

SUPPLEMENTARY TABLE 14

Summary of Parent Ratings on the Glicewell Items of the Behavior Checklist, "My Preschool Child," Comparing Pupils Identified as Having Emotional Problems (N=233) and Pupils Identified as Not Having Emotional Problems (N=464) During Summer, 1972

	naving Emociona		DIEMP	(N-404)	During	Summer	, 1912	
]	Proport	ion rate	ed	·		
				average				
			sympto	mology		Standa		
Ite	m		N	8	Mean	Deviat	ion F	p
-	, , ,							
1.	Eating (too much	ED	155	67	.80	.67	9.55	<.005
	or too little)	NED	247	53	.64	.66		
2	Sleeping (too much	ED	94	40	.48	.64		
۷.	or too little)	NED	85	18	.19	.40	55.83	<. 005
	01 000 1100107	.VLD	0.5	10	• 1 7	•40		
3.	Stomach irregu-	ED	60	26	.28	.50		
	larities	NED	65	14	.15	.38	14.80	<.005
4.	Getting along	ED	185	79	.99	.64	92.84	∠.005
	with children	NED	223	48	.53	.58	92.04	2.005
_						3 0		
5.	Getting along	ED	155	67	.88	.73	118.32	∢. 005
	with adults	NED	131	28	.33	.57		• • • • • • • • • • • • • • • • • • • •
6	Unusual fears	ED	115	49	.56	.62		
0.	Ullusual Lears	NED	143	31	.33	.51	28.32	< .005
		NED	143	31	• 5 5	• 51		
7.	Nervousness	ΞD	103	44	.54	.66		
		NED	98	21	.21	.42	61.90	<.005
8.	Thumbsucking	ED	65	28	.49	.82	18.72	∢. 005
		NED	77	17	.25	.60	10.72	4. 005
9.	Overactivity	ED	119	51	.69	.75	76.19	∢. 005
		NED	121	26	.28	.48		4.003
^	So.	ED	23	10	.10	.32		
<u>.</u> U.	Sex	ED NED	23 16	3	.03	.18	12.99	∠. 005
		MEID	10	J	.05	.10		
11	Daydreaming	EĐ	90	3 9	.41	.53		
		NED	115	25	.26	.46	15.16	<.005
				- -	•			
12.	Temper tantrums	ED	1 7 3	74	.86	.60	72 21	, 005
-	•	NED	220	47	. 48	.52	72.21	<.005

Continued



Tu, prementary Table 14 Continuou

	;	ab <mark>o</mark> ve a		:	Standar Deviati		g
.3. Cru_r: .	C3/	183 267	7.9 5.8	.92	.59	51.61	<.005
28. I 1251	CEM CEM	126 169	54 36	.5 ⁷	.55 .49	23.32	<.005
11. Phy lumb	FD NED	13	8	.09 .03	.32 .17	11.64	<.005
ie. Tearing or break- ing trings	FD NFO	120 136	52 29	55 .30	.57 .47	38.89	< .005
17. witt or	FD NED	99 88	40	.58 .20	.75 .43	72.33	<.005
la. Tyeem	FD NFD	1.7	46 25	.62 .32	.75 .60	32.61	<. 00!

In all of the eighteen items comprising the scale, the pupils identified as emotionally handicapped were rated by their parents as having dreater degrees of symptomology that wife the jubils identifies as not having emotional troubles. These findings have be observed from the analyses of viriance results as well as from an examination of the limit has in the proportion: We pup is rated as showing has sevents: "ands in a wills" or "often."

The limitary are rather similar to the results obtained for pupils in the first project year. There are small differences in the proportions of emotionally handicapped by least out their parents in having above average years.

rostlest outs will be dathered on these pupils prior to their entry into kindergirten in the early fall, 1973, and analyzed in the same manner as presented in the first part of the narrative concerned with this objective.



d. Product Objective Four, The Chila

Each PCEE pupil identified as emotionally disturbed who was found to be deficient on teacher ratings of the items of the Nursery School Adjustment Scale at the beginning of the PCEE Program, will show an increase of a minimum of one step on each five-point scale, at the end of his first year in the program.

The 233 pupils suspected of having emotional problems on the basis of an analysis of parent ratings on the Glidewell items of "My Preschool Child" were rated by their teachers on the items of the "Nursery School Adjustment Scale" to provide an additional method of detection. Of these 233 pupils, 214 remained in the program until the end and were again rated by their teachers at the end of the program year. The N's and percentages obtained at the beginning and end of the second program year by this group, as well of pupils as by the total sample and a sub-samp identified as not having emotional problems, is presented in Appendices N-1 and N-2. A summary of the comparisons made between the initial and final ratings received by the pupils identified as having emotional problems is given in Table 15.



Table 15 Sin Argon Initial and Final Teacher Ratings on Items of the "warsery school Adjustment Scale" for Pupils Identified as Having Emotional Problems (N = 214)

		Mean	Standard Devia- tion	t	, -	Defic	ent
1. Relationships with peers in Nursery School	Initial Final	3.19 3.79	1.16 1.02	9.26	<.01	58 24	27 11
2. Relationships with Nursery School teachers	Initial Final	3.29 3.89	1.25 .98	8.18	<.01	59 19	28 9
3. Creative use of individual activities	'Initial Final	3.47 3.89	1.06 .99	6.51	<.01	30 12	14 6
4. Signs of behavioral immaturity	l Initial . Final	3.25 3.74	1.16 1.09	6.08	<.01	62 30	29 1 4
5. Signs of behavioral eccentricity	Initial Final	3.27 3.66	1.24	5.45	<.01	65 34	30 , 16
6. Deviance in family structure	! ! Initial ! Final	4.03 4.31	1.10	3.46	<.01	25 19	12 9
7. Principgical family relation-	Inicial Final	4.07 4.39	1.13	4.53	< 01	26 13	12 6
Total tigustrent ratings	(Inicial Final	24.50 27.79	.59 3.61	9.49	<.01	40 13	13



As can be seen in Table 15, pupils were rated at the end of the year as having improved their relationships with both their peers and teachers; being more creative in their use of individual activities; showing fewer signs of behavioral immaturity and eccentricity; and, showing better overall adjustment as compared to their ratings at the beginning of the program year. These findings may be inferred from both the statistically significant paired observation test results and the differences in the proportions of pupils found to be deficient in the items at the beginning and end of the second program year.

An analysis of individual changes for those pupils found to be deficient initially showed that:

- 1) Relationships with peers Of the 58 pupils rated as deficient (rated as "two" or less on this fivepoint scale) at the beginning of the second program year, 24 (413) gained one step, 17 (29%) gained two steps, and four (7%) gained three or more steps in their end of the year ratings. Altogether, 4 78%) of those pupils rated as initially deficient in their relationships with peers increased one or note steps in their final ratings.
- 2) Relationships with Nursery School Teachers Of the 59 pupils initially judged to be deficient in their relationships with their teachers, 28 (47%) gained one step, 15 (25%) gained two steps, and



nine (15%) gained three or more steps in their final ratings. In sum, 52 (88%) of those pupils rated by their teachers as being deficient in this trait at the beginning of the second program year gained one or more steps in their end of the year ratings.

- 3) Creative use of Individual Activities Of the 30 pupils initially rated as "two" or less on this five-point scale, 12 (40%) gained one step, six (20%) gained two steps, and six (20%) gained three or more steps in their ratings at the end of the second program year. Altogether, 24 (80%) of the pupils initially judged to be deficient in their creative use of individual activities gained one or more steps in their final ratings.
 - 4) Signs of Behavioral Immaturity Of the 62 pupils initially judged to be deficient in this trait, 22 (35%) gained one step, 12 (19%) gained two steps, and 11 (18%) gained three or more steps. In total, 45 (73%) of those pupils judged to show many signs of behavioral immaturity at the beginning of the program year improved in their ratings by at least one step at the end of the year.
 - 5) Signs of Behavioral Eccentricity Of the 65 pupils initially rated as deficient in this trait, 28 (43%) gained one step, 15 (23%) gained two steps, and five (8%) gained three or more steps in their final



ratings. In sum, 48 (74%) of those pupils judged to show many signs of behavioral eccentricity at the beginning of the program year improved in their ratings by at least one step at the end of the year. 61 Deviance in Family Structure - Of the 25 pupils rated as "two" or less on this five-point scale, six (24%) gained one step, four gained two steps, and five (20%) gained three or more steps in their final ratings. Altogether, 15 (60%) of those pupils judged to be deficient on this scale initially gained one or more steps in their end of the year ratings. 7) Pathological Family Relationships - Of the 26 pupils initially rated as "two" or less on this five-point scale, eight (31%) gained one step, five (19%) gained two steps, and seven (27%) gained three steps in their final ratings. In sum, 20 (77%) of those supils judged to be initially deficient on this scale gained at least one step in their final ratings.

of the "Nursery School Adjustment Scale" comparing pupils who were identified as having emotional problems to pupils identified as not having emotional problems. A summary of these comparisons is presented in Table 16.

Continued

Table 16

A Comparison of Teachers' Ratings on the "Nursery School Adjustment Scale" Between Pupils Identified as Having Fmotional Problems and Pupils Identified as Not Having Emotional Problems

sample sample and sample and sample s	Standard above averd Devia- symptomolog Mean* tion F p N	233 3.16 1.15 52.37 <. 005 64 27 467 3.75 .94 52.37 <. 005 35 7 453 4.16 .87 24.11 <. 005 15 3	253 3.27 1.22 45.76 <.005 63 27 467 3.82 90 45.76 <.005 33 7 227 3.87 1.02 15.48 <.005 19 8 453 4.17 .91 15.48	233 3.45 1.06 46.03 $<.005$ $3\frac{1}{4}$ 15 467 3.96 .87 46.03 $<.005$ 17 4 227 3.87 1.01 24.35 $<.005$ 12 5 453 4.25 .88	233 3.22 1.17 48.31 <. 005 68 29 467 3.81 1.00 49 10 227 3.72 1.11 22.16 <. 005 30 13 453 4.10 .94 22.16 <. 005 23 5	233 3.27 1.24 54.08 <.005 70 30 467 3.91 1.00 46 10 227 3.66 1.06 25.79 <.005 34 15
	i	Initial Fanal	Initial Final	Initial Final	Initial Final	Initial Fıral
		1. Relationships with poers in Nursery School	2. Relationships with Nursely School Teachers	3. Creative use of individed activities	4. Signs of behavioral	5. signs of behavioral ecoentricity



Table 16 Centinued

Proportion rated above average symptomology	12 4 3	14 3 3	19 2 2 2
Proport	29	33	45
above	20	12	12
sympt	19	13	14
N	14	12	8
24	.s	<.005	4. 005
54; 54;	3.40	53.71	83.97
Standard Devia-	1.13 .88 1.03	1.15	6.58 4.65 5.68
Me an *	4 4 4 6 6 6 6 9 9 9 9 9 9 9 9 9 9 9 9 9	4.03 4.57 4.35 4.59	24.34 28.28 27.68 29.78
Z	233	233	233
	467	467	467
	227	227	227
	453	453	\$53
Sample	EU	ED	ED
	NEU	NED	NED
	EU	ED	ED
	NEU	NED	NED
•	Initial	Initial	Initial
	Final	Final	Final
	e. Deviance in family	7. Pathological	Total Adjustment
	structure	family relationships	Scores

*It should be noted that the higher number represents the positive end of the continuum represented by each scale.

As can be seen in the table, pupils identified as not having emotional problems were rated higher on all scales but one, both at the beginning and end of the program year, than were pupils identified as having emotional problems. A close inspection of the differences between the means of the two groups shows that the gap between the means was smaller on the final ratings than on the initial ratings on every single item as well as on the total adjustment ratings. Concemitantly, when one examines the differences between the proportions of pupils rated as having above average symptomology one sees that there is a much smaller gap between the two groups on their final ratings than had been the case on their initial ratings.

In summary, the large majority of pupils with emotional problems showed considerable improvement on their teacher ratings. However, their improvement was not quite great enough to entirely close the gaps between their final ratings and those of pupils who were identified as not having emotional problems.

A comparison between the findings given above and those obtained at the end of the first program year shows that somewhat higher proportions of the emotionally handicapped 1972-1973 sample was



initially rated as having above average symptomology on six of the eight items of the "Nursery School Adjustment Scale." The final ratings of the pupils in the two program years are quite similar. Whereas in the first program year statistically significant differences between initial and final mean ratings were obtained in six out of the eight comparisons, in the second project year all eight comparisons were statistically significant. case of comparing individual changes of those pupils judged to be initially deficient, the results ' on four of the seven items of the scale are virtually identical. On two of the other items, greater numbers of pupils attained the criterion of a one step change expected of them during the first program year. On one other item, a greater number of pupils attained this criterion during the second program year.

Follow-up data on pupils in the PCEE Program during the first project year were collected on those pupils who entered kindergarten in the district in the fall, 1972. Of the 241 pupils identified as having emotional problems, 239 entered kindergarten and were rated by their teachers on those five items of the "Kindergarten School Adjustment scale" which were identical to those on the "Nursery School Adjustment Scale." The N's and percentages obtained at



group, as well as the total sample representing all kindergarten pupils and a subsample of PCEE pupils who were identified as not having emotional problems, is presented in Appendix N-3. A summary of the comparisons made between ratings received at the beginning and end of the PCEE Program year and at the beginning of the kindergarten year by pupils identified as having emotional problems is given in Table 17.

Table 17
A Summary of Initial, Final, and Follow-Up Teacher Ratings on Items of the Nursery and Kindergarten School Adjustment Scale for Pupils Identified as Having Emotional Problems

			Standar	đ		Defici	ent
		Mean	Deviati	on t	P	N_	8
1. Relationships with Peers	Initial Final Follow-Up	3.06 3.63 3.86	1.06 1.13 .97	7.91 2.34	<.01 <.05	68 36 19	28 15 8
2. Relationships with Teachers	Initial Final Follow-Up	3.24 3.71 3.80	1.09 1.00 1.02	6.99 1.09	<.01 n.s.	53 30 20	22 12 8
3. Creative Use of Individual Activities	Initial Final Follow-Up	3.38 4.09 3.90	1.00 .90 .92	10.51 -2.01	<.01 <.05	39 9 14	16 4 6
4. Signs of Be- havioral Immaturity	Initial Final Follow-Up	3.41 3.90 3.92	1.11 .93 1.06	7.15 < .1	<.01 n.s.	(16	7 13
5. Signs of Be- havioral Eccentricity	Initial Final Follow-Up	3.56 3.80 3.94	1.10 1.02 1.04	3.65 1.62	<.01 n.s.	37 28 24	15 12 10



As can be seen in Table 17, at the end of the PCEE Program year pupils identified as having emotional problems were rated by their PCEE Program teachers as having improved relationships with both their peers and their teachers; being more creative in their use of individual activities; and, showing fewer signs of behavioral immaturity and eccentricity as compared with their initial ratings. At the time of entry into kindergarten, these pupils generally maintained the gains they had made upon exit from the program in the areas of relationships with teachers and showing signs of behavioral immaturity and eccentricity. In the area of relationships with peers, these pupils were rated somewhat higher by their kindergarten teachers than they had been at the end of the PCEE Program year and in the area concerning creative use of individual activities they were rated somewhat lower. These findings may be inferred from bot. the paired observation t test results with the attendant means and the differences in the proportions of pupils found to be deficient in the items at the three rating times.

Additional analyses were made on the five items of the adjustment scales comparing pupils who were identified as having emotional problems to pupils



identified as not having emotional problems at the beginning and end of the PCEE project year and upon entry into kindergarten. A summary of these comparisons is presented in Table 18.

As can be seen in the table, pupils identified as not having emotional problems were rated higher on all scales, at all three rating times (with but one exception), than pupils identified as having emotional problems. A close inspection of the differences between the means of the two groups shows that, in general, the gaps between the means were smaller with each succeeding set of ratings.

In summary, the large majority of children with emotional problems showed considerable improvement on their adjustment ratings from the time of entry to the time of exit from the PCEE Program and, in general, these improvements were maintained by the time of entry into kindergarten. However, their improvement and maintenance of this improvement was not quite great enough to entirely close the gaps between their final and follow-up ratings and those of pupils who were identified as not having emotional problems.







Table 18

Comparison of Teachers' Ratings on Items from the Nursery and Kindergarten School Adjustment Scales Between Pupils Identified as Having Emotional Problems and Pupils Identified as Not Having Emotional Problems

		N	Mean	Standard Deviation	F	P
1. Relationships		ED 242		1.06	90.31	<.005
with Peers	Not E			.90 1. 4 3	_	
	Final F	ED 242 ED 515		.96	41.43	<.005
		ED 239		9.7		
	Not I			.88	12.38	∠. 005
2. Relationships	Initial F	ED 2 4 :	3.24	1.09		20.5
with Teachers	Not I				76.00	<.005
WICH ICACHCIS		ED 24		1 00	33.50	<.005
	Not i			.92	33.30	₹. 005
	10	ED 23			29.90	<.005
	Not I	ED 37	8 4. 22	.88		•
3. Creative Use	Initial I	ED 24	2 3.38	1.00	4 7.71	∢. 005
of Individual	Not I			.84	4././1	4. 005
Activities		ED 24			13 .79	∢. 005
	Not I			. 79		•
	Follow-Up Not Not Not Not Not Not Not Not Not Not	ED 23 ED 37			<1.	n.s.
		77 24	2 2 41	1 11		•
4. Signs of Be-		ED 24 ED 54			61.3 3	<.005
havioral	Not I Final	ED 34 ED 24		0.3		
Immaturity	Not :				18.64	<.005
		ED 23		1.06	23.88	<.005
	Not	ED 37	8 4.30	.87	23.00	₹.003
5. Signs of Be-	Initial	ED 2 4	2 3.56		65.08	∢. 005
havioral	Not	ED 5 4			00.00	₹.003
Eccentricity		ED 24			24.48	4. 005
-	Not					
		ED 23			16.08	` ∢. 005
	Not	ED 37	8 4.26		,	



A further comparison on these five items was made between PCEE pupils, pupils with other kinds of Pre-School experience, and these pupils with no preschool experience of any kind at the time of entry into kindergarten. The results of these comparisons may be found in Appendix C-3. There were no statistically significant differences found between the means of these three groups on any of the five items.



o. Process Tipedtive Cho, The Omill

Psychological examiners will conduct intensive psychological diagnostic evaluations of pupils who, on the basis of the screening assessments, are referred for testing because of their apparent functioning within intellectual ability ranges of mental retardation.

Of the twenty-six pupils referred for testing because of apparent low intellectual functioning or mental retardation, 14 were tested and followed up using the Stanford-Binet Intelligence Test and 15 were tested and followed up using the Vineland Social Maturity Scale. The frequency distributions on these tests are given in Appendix O. The results of the initial and final testing of these pupils were as follows:

mental age for this group was 52.86 months on the first administration while the standard deviation was 6.82 mental age units. The scores ranged from 40 to 64 months. The mean on the second administration of the test was 60.86 months and the standard deviation was 6.62 months. The comparison made between the two means for these 14 pupils yielded a paired observations to 65.03 (p<.01). As compared with the findings at the end of the first year of project operation, pupils referred for further testing because of possible mental retardation



during the second rear of project operation spor a considerably higher (11 months) on the first administration of this test and somewhat higher (seven ronths) on the second administration. There was also considerably more variation among the scores of pupils tested during 1971-1973 than during 1971-1972.

2, Wineland Robial Maturity Scale - The mean socill are received on the first administration of this test was 51.07 months and the standard deviation was 13.37 months. The mean on the second administration of the test was 66.07 months and the standard deviation was 11.08 months. The paired observations t test comparing the two means was 5.42 (p<.01). Pupils referred for further testing during the secand year of project operation obtained a virtually identical mean (less than one month difference) to that obtained during the first project year on the first administration of the test but scored considerably higher (six months) on the second administration. was also considerably more variability among the scores of the pupils tested during the second project year.

f. Product Objective One, The Parent

Each parent of a child identified as emotionally disturbed receiving home visits, who was rated by the teacher as being/deficient in interaction with the child on the items listed below during the first Home Teaching session, will increase by a minimum of one step on each five-point rating scale as assessed by the teacher furing the last home visits of the Program.

- 1. Awareness of child's needs
- . Quality of motivation
- 3. Quality of reinforcement

The parents of 210 of the 214 pupils identified as evidencing emotional problems (and who stayed in the program until the end of the year) were rated by their child's teacher on the three five-point rating scales denoted in the objective both at the beginning and end of the second program year. The three items on which they were rated, together with the N's and percentages on each scale point for this subsample as well as a subsample of parents of pupils identified as not having handicaps of any kind, a subsample of parents of pupils identified as belonging to the primary target group, and the parents of the total sample are given in Appendices B-1 and B-2. A summary of the initial and final ratings on the three scales for parents of pupils identified as having emotional problems is given in Table 20.



A Summary of Initial and Finds ledons Autings of Parento¹
Interactions with Those Children Who were Taentified as
adving Emotional Problems N = 210)

Rating Scale		Standard Devia- Mean tion t p			, ,	Deficient*	
Aware vs. un- aware of child's needs	Initial Final		1.15			31 10	15 5
Positive vs. negative moti- vation	Initial Final	4.07 4.40	1.02	4.81	<.01	14	7 4
Positive vs. negative rein- forcement	Initial Final	4.09 4.40	` 1.03 .85	4.51	-<.31	15 9 (7 4

^{*}Deficiency was defined as a rating of two or less on each five-point scale.

As can be seen in the table, these parents were rated as being more aware of their children's needs as well as using more positive motivation and reinforcement techniques at the end of the year than they were at the peginning of the year. This statement may be inferred from both the statistically significant differences in initial and final means and the decreasing proportions of parents found to be deficient in these traits at the end of the second program year as contrasted with beginning of the year ratings. It should be noted that these parents were rated both initially and finally in a more positive manner than similar parents in the first project year.

An analysis of individual changes made by those parents of children identified as naving emotional problems who were judged to be initially deficient (rated as "two" or less)—showed the following:

- 1) Aware versus unaware of child's needs Of the 31 parents rated as initially deficient on this scale, seven (23%) gained one step, 10 (32%) gained two steps, and nine (29%) gained three or more steps in their final ratings. Altogether, 26 (84%) of the parents who were judged to be deficient in their awareness of their children needs at the peginning of the second program year gained one or more steps in their end of the year ratings.
- 2) Positive versus negative motivation Of the 14 parents rated as being deficient in their use of positive motivation techniques at the beginning of the program year, three (21%) gained one step, three (21%) gained two steps, and four (29%) gained three or more steps in their final ratings. In sum, 10 (71%) of the 14 parents initially judged to be deficient in this trait improved by at least one step in their final ratings.
- 3) Positive versus negative reinforcement Of the 15 parents judged to be initially deficient in this trait, three (20%) gained one step, four (27%) gained two steps, and four (27%) gained three or more steps in



their end of the year ratings. Altogether, 11 (73), of the parents rated as being initially deficient in their use of positive reinforcement techniques with their children gained at least one step in their final ratings.

Compared to findings obtained at the end of the first project year, smaller percentages of parents achieved the goal of a one step change expected for them (71% to 84%) compared with (93% to 96%). However, many fewer parents were judged as initially deficient during the second program year and the small proportions of parents judged to be deficient at the end of the year are virtually identical.

Additional analyses were done comparing the initial and final ratines on these three scales of parents of children identified as being emotionally handicapped to parents of children identified as not being emotionally handicapped. «A summary of these analyses is given in Table 21.

As can be seen in this table, there were statistically significant differences on all initial ratings favoring the parents of children identified as not emotionally handicapped. In the analyses made on the final ratings all of the comparisons were statistically significant, again favoring parents of non-handicapped



Table 21
A Combirtison of Purents' Initial and Pinal Attitudes Toward Their Children Aetween Parents of Public Identified as Having Emotional Problems and Parents of Public Identified as Not Having Emotional Problems

	<u> </u>	. av zive v	Standard								
Rating Scale					Devia- tion	7	<u>p</u>				
Aware vs.	Initial	ED*	230 458	3.89 4.31	1.15	27.37	<.001				
child's needs	Final	ED NED	224 447	4.29 4.51	.91 .79	10.11					
Positive vs.	Initial	ED CIN	130 455	4.08	1.01	20.86	<.001				
motivation	Final	FD NED	224 447	1.38 55	.86 .76	6.95					
Positive vs. negative	Initial	NZD ZZ	230 456	4.11	1.02	18.09	<.001				
reinforcement	Final	CE CEN	_24 447	4.37 4.55	. 87 . 7 6	7.15					

*ED = Parents of children with emotional problems.
NED = Parents of children not identified as having emotional problems.

pupils. A careful inspection of the difference between means shows that there was a narrowing of the gap between the final means of the two groups compared to the initial differences. Further, while both groups of parents improved their ratings the group of parents with emotionally mandicapped pupils made greater gains than did the other group of parents.

In summary, the vast majority (95% to 96%) of parents of pupils identified to have emotional problems were-



motivation and reinforcement techniques by the end of the second program year. The changes from the beginning of the year ratings were not as great as those obtained during the first program year because the vast majority of the second year parents (85% to 93%) were rated as being initially aware of their children's needs and using appropriate techniques as compared to the initial proportions of 50% to 70% in the first year of project operation.



g. Process Objective One, The Parent

Parents of pupils identified as learning disabled will have the opportunity to confer about their problems with the Consultant Specialist for the Learning Disabled.

Parents of children being seen by the Learning Disabilities teacher specialists were essentially seen for parent conferences by the teacher specialists.

All parents of learning disabled children were involved in a five to ten minute conference on a weekly basis by the teacher specialist following the weekly nome teaching sessions. In these sessions, the teacher would report on the progress of the child as well as provide home teaching suggestions for remediation of the skill deficit.

In addition, the consultant specialist for the Learning Disabled reports (See Final Report, Appendix P, Sub-Component for the Learning Disabled, Mary Dasovich, Ph.D.) that she conferred in detail with one parent representing a child evidencing learning disabilities. She further comments "that this conference led to alternate education arrangements for the kindergarten year, an increase in special services during the four year program period and the establishment of a parent counseling program for the spring of the year. A second contact regarding special needs in the learning area was made during Saturday School. This interaction involved counseling in gross motor development."



h. Process Objective Two, The Parent

Parents of pupils identified as functioning within intellectual ability ranges of mental retardation will have the opportunity to confer about their problems with the Consultant Psychologist for the Mentally Retarded and Specialist in Special Education.

All such parent conferences were held with either the Psychological Examiner or the Special Education Consultant. As of January 15, 1973, fifteen parent conferences were held with the Psychological Examiner and twelve parent conferences were held with the Special Education Consultant. Since that time, the Psychological Examiner has conferred with eighteen parents and the Special Education Consultant met with sixteen parents.



1. Process Objective Three, The Parent

Parents of children identified as emotionally disturbed will have the opportunity to confer about their problems with the Consultant Psychologist for the Emotiona ... urbed and the Child Development Con no in group or individual counseling session.

The total number of parents in contact with our specialists represented 98 children. Number of contacts with individual parents varied from one to eight. This total represents 14% of the entire Saturday School population. These figures are different than those indicated in the first project year due to the fact that the consultants of this component worked a great deal more with teachers and then met with individual parents rather than parent study groups.



j. Process Objective One, The Staff

Teacher Specialists in learning disabilities will develop and use appropriate habilitative programs with pupils identified as being learning disabled. The appropriateness of each program will be judged on a dichotomous basis by the Consultant Specialist in learning disabilities. Programs judged inappropriate will be adjusted immediately after the assessment.

Individualized learning programs were designed to meet the needs of those children seen by the Learning Disabilities teacher specialists. Such programming in all instances included material presentation related to two or more of the following areas:

Proprioceptive development

Motor coordination development

Associative language development (including abstract-concrete language skills)

Receptive language development (auditory and gestural)

Expressive language development

Auditory and/or visual memory span accelopment

Kinesthetic and/or tactual development

Mathematical language development

Visual perceptual development (including figure-ground and perceptual constancy)

Expansion of body conceptual mation

It was apparent from home teaching commencement that the utilization of a single published learning or language development program would not suffice in meeting the needs of any child seen by the Learning Disabilities teacher specialists. All children needed a combination of stimulations and, therefore, presentations of a varied, yet specific, nature—presentations not available through the utilization of a single marketed learning or perceptual program.



In addition, the construction of some material by the teacher specialists was also found necessary, especially in terms of activities for the lengthening of attention span, decreasing of distractibility, etc. (See Appendix P, Final Report Sub-Component for the Learning Disabled, Mary Dasovich, Ph.D.)

All habilitative programs were designed on an individual basis and altered as progress by the child
indicated. Program elements were added or deleted
as client needs became apparent. Weekly logs of
progress of each child were reviewed (on a weekly
basis) by the Learning Disabilities Consultant.
Suggestions for programming were forthcoming according
to progress noted and/or progress observed on the part
of the child. Suggestions included:

- 1) Therapeutic planning alterations
- 2) Counseling suggestions
- 3) Group stimulation approaches
- 4) Methods for coordination of Saturday School programming and home visit programming
- 5) Others as appropriate in isolated cases
 Test summaries and weekly logs were submitted to the
 Project Director for inclusion in the permanent records.
 Copies were also made for the child's Saturday School
 teacher as an aid in programming for the child in
 Saturday School and in her Home Teaching visits.



k. Process Objective Two, The Staff

The staff, together with the Consultant Specialist in learning disabilities will develop an optimal predictive index for early identification of children with learning disabilities. The battery of tests used in the initial screening of all PCEE Program pupils plus the battery of tests used in further diagnosing pupils with learning disabilities will be subjected to a factor analysis to determine the most parsimonious and predictive set of instruments for identification of learning disabled pupils.

Selection of children for indepth learning disabilities evaluation was carried out by an analysis of the screening test results by the Consultant Specialist for Learning Disabilities.

The following information was used to indicate possible learning disabilities:

- 1) Analysis of items on the Slosson Intelligence Test particularly depressions in the Language area
- 2) Delayed performance on the Northwestern Syntax Test
- 3) Delayed performance on the Beery Test of Visual-Motor Integration
- 4) Information on Speech, Language and Concept
 Development as reported by parents on the
 Preschool Child Information Sheet
- 5) Teachers' comments on behavior during the initial testing situation.

Further testing using the Peabody Picture Vocabulary



Test, the complete Slevers Differential Language
Tucility Test, Goodenougn-Harris Drawing Test,
Oseretsky Motor Proficiency Test, and Beery Test
of Visual-Motor Integration showed the screening
procedure to be reasonably accurate in identification of children with learning disabilities as
reported in the Interim Report Sub-Component for
the Learning Disabled, Mary Dasovich, Ph.D.

It was originally planned to perform a factor analysis using scores on both screening and diagnostic instruments to determine the most predictive set of instruments for identification of learning disabled pupils. However, because the number of pupils identified as learning disabled was found to be so small, this could not be done.

1. Process Objective Three, The Staff

Each PCEE teacher will keep records of children's displays of emotional disturbance which occur during Saturda: School for a subsample of children identified as emotionally handicapped. Summaries will be made by the Consultant Psychologist for the Emotionally Handicapped.

Records on children with severe emotional problems have been reported to the Consultant Psychologist for the Emotionally Handicapped and the two Child Development Consultants during the semi-weekly planning meetings. They, in turn, have maintained written records on these children and have used this information in parent contact.

In addition to that, each teacher has kept a log on the behavior of one child and these have been reviewed by Sidney Kasper, Ph.D., Child Psychologist. (See Final Report - Sub-Component for the Emotionally Handicapped, Sidney Kasper, Ph.D., Appendix S.)



m. Process Objective Four, The Staff

Each teacher whose class contains children who show evidence of emotional disturbance will consult with the emotional disturbance consultant at least once a month.

The Consultant Specialist for the Emotionally Disturbed or one of the two Child Development Consult-. r t is sub-component for the ants provided handicapped have been av. lable to consult with teachers twice monthly to oughout the school year. Each consultant has met with the teaching team of three teachers for an hour each esssion and attendance records indicate that each teacher has met with one of the three specialists for the emotionally disturbed twice a month. In addition, members of the Child Development Component have been available to the staff on Saturdays during the Saturday School sessions and generally have received much assistance from this component of the program. The Final Report (Sub-Component for the Emotionally Handicapped, Sidney Kasper, Ph.D., Appendix S) verifies that emphasis was placed by this component on working with the staff of all seven teaching centers.



5. MANAGEMENT PROCESS

Inspection of project documentation will verify the completion of those management process objectives scheduled for completion as of the date of this report. One objective, number 13, is in tentative form and in the process of completion. In conferring with our early childhood consultant it was felt that the process that had been developed during the current year should be continued and that obtaining a final product at this time was not desirable if we truly wanted to involve the professional staff.

With the submission of this end of the year report to the U.S. Office of Education all objectives except one scheduled for completion by the end of the project year will have been accomplished. Objectives and their proposed completion dates are as follows: (asterisks indicate completed objectives)



	Date to be Completed
Performance Objectives	Combiered
 Develop management checklist to monitor accomplishment of the following objective by 	9/72*
2) Keep a weekly log on the progress of the program by	6/73*
 Assign staf, to various school centers by 	9/72*
4) Select and purchase materials as needed by	6/73*
5) Develop and revise Home Teaching Peport, Nursery School Scale, Rating Scale of Self-Esteem, Participation form for kindergarten use by	10/72*
6) Ormanize and implement procedures for parent contact and child enrollment by	9/72*
7) Arrange and implement procedures for initial screening by	9/72*
8) Arrange for further individual diagnosis as needed by	10/72*
9) Organize and implement instructional program for the handicapped by	11/72*
10) Coordinate handicapped program with outside referral agencies by	6/73*
11) Keep a written observation of . teacher performance in Saturday School and Home Teaching by	6/73*
12) Observe kindergarten teachers at least two times during the school year using the Rating Scale for teachers by	6/73 *
13; Develop curriculum duide, including outline, sequence of skills, and learning activities by	1/73



	Performance Objectives	Date to be Completed.
	Plan and implement staff inservice program by	€/73*
15)	Implement Saturday School program and Nome Teaching by	6/73*
16)	Prepare weekly Home Activity Packet b	6/73 *
17)	Prepare communication and disseminati material by	on 7/ 7 3*
18)	Arrange for Parent Study Groups and Parent Counseling Sessions by	6/73*
19)	Arrance for monthly reports and staffings on handicapped children by	6/73*
23)	Arrange for reporting of feedback information by and to project staff, other school staff and Community Council by	6/73*
21)	Prepare a summary of the findings obtained in the first year of the project by	.10/72*
22)	Coordinate the independent audit procedures with the evaluation so that the auditor can see all data and findings after they are processed and written up by	6/73*
23)	Coordinate the evaluation activities of all project components by	6/73*
24)	Communicate to the project staff all the findings on the process objectives at intermediate points during the project operation year by	6/73*
25)	Arrange for storage and retrieval of all information collected on children and parents for the duration of the project. Files will be upuated one month after the collection of any additional data	7/73*
26)	Prepare and submit reports to the USOE	7/73



<u> </u>	TION C - PUPIL POPULATION DATA	A (Continue	ed)								
$\frac{720}{3}$.	Auditional Project Data (Cons										
٠,	h. Estimated percentage of target group which is:										
	Rural (fewer than 2,500 inhabitants) Percent										
	Urban (more than 50,000	Percent 100 5									
	Other Demographic Area:	Percent									
	i. hetimated percentage of student participants who reside										
	in Model Cities Area	Percent									
	4. Estimated percentage of	title III.	section 3	06 funds prop	oosed						
	for support of service	s to nonou	blic schoo	l participani	s Percent N/A						
SEC	TION D - TOTAL PROGRAM STAFF										
3 <u>-</u> -	I TON D I TONGET OF THE	1		s Assigned to	Project						
	•	,		-time	1						
	•	, Number			Total						
205	ITION CATEGORY	Full-	Number	Time	Full-Time						
. 05	27200 0222000	Time	•	Equiv.	Equiv.						
					(Columns 2 + 4)						
		- -	7								
a.	ADMINISTRATION/		1	1							
	SUPERVISION	. +	<u> </u>	+							
b.	TEACHER •	•									
	(i) Pre-Kindergarten	<u> </u>	17	11	11						
	(2) Kindergarten		<u> </u>	 -							
	(3) Grades 1-6	-	+								
	(4) Grades 7-12	<u>. </u>									
	(5) Other		+ 2.0	1 2 5	2.5						
<u>:</u> -	SPECIALISTS		10	2.5	2.5						
Ċ,	PUPIL PERSONNEL WORKERS		+		25						
е,			+ $ -$.25	.25						
f.	TEACHER ASSISTANTS,		3	2	2						
	TEACHER AIDES	:	2	- 	2						
<u> </u>	CLERICAL PERSONNEL	1	+ 2	1 -	 						
	COMMUNITY LIAISON PERSONNEL		1		i						
<u>r. </u>	ALL OTHER PERSONNEL	. 0	1 12		3 5						



EC	Number of Chi	ldran	Served	ny Handic	abbing C	onaltio	n and C	rad	e Level	and Nu	aber
	of Person el	Receiv	vii. Ins	ervice Tr	aining w	ith Tit	ie il.	<u>Se</u>	<u> </u>		
	Type '			GRADE L	EVEL		1		1 N2 L 2 A 1.	E I KAIN	ING
		Pre-			7-	•	11		Teacher		7.5.3
1	Handicap	K	K	6	1.2		Teach	er'	Aides	Other -	Total
		2	3	4	5	6	7	\perp	8	9	10
	Trainable		•		i		';	!	4		!
	Mentally		,	*				i		٠	* * _ c
	Retarded	· 	•			<u> </u>				g staf	
	Equ ca b.e	,	1		ŧ					, 31 d	
	Mentally	24	•		i		ı kir	nde	~~arte	n teac	hers,
	Retarded	<u> </u>				<u> </u>	_:20_	рŋ	mary	and re	media
	Specific	:	•	Number	te are	ļ	ii rea	adii	ng tea	chers,	4 e16
	learning	51		based			mer	nta	ry con	sultan	ts, ar
	Disabilities	<u> </u>		based	· OII	!	- 1	 j			┼
	Seriously		,	servi	e givo	em] 17	e 1	ementa	ry pri	ncipal
	Emotionally	71	4 2	to chi		1	we:	re¦	ınclud	ed in	1
	7. sturbed		-	100 011	+	}	-;-	+			+
	Other	•	•	based	on sci	meen	, se	rvi	ce trā	ining	φn
	Health				rocedui		wo:	rkı	ng wit	h the	handi.
_	Impaired			1 +119 27	1		Car	nnd	d. Ir.	addit	lon.
-	Crippled	. 2	,	ŧ	•		ii ca	519	as stu	dents	n Ear
		•				•) CO.	1 1 G	ye alu hood a	nd Spe	T. 24.
_				+		<u> </u>				eceive	
٠.	Visually	. 30	•	:		;					
	Impaired	30	,	,	•	1	i tı	ticum in t		e prog	Tani
	Deaf-Blind		- 4		i -	:	1 - 2		+ h	high c	chool
	Dear-pring			, e.	i		al	ong	;= MTCU	high s	bmi lee
				ł	•		st	ude	nts in	the f	dill T X
<u> </u>	Deaf	-		:	:	- ;	11	37 j m	a cour	se at	McClu
•	pear	1	•	i					School		1
		,		1			1 11	911	D CHOOL	·'• 	<u> </u>
_	Hard of					Ť	:				!
-	Hearing	56		1		:	ij	Í			
	uearriik	, ,	•	•		1	11			! 	
	Speech	1				: .				İ	1
•	Impaired	. 18		1	•	1				}	1
	11117021.00	. 10	_1_				4			!	-
	Total				1	! / .	11				
		1253	1			253	55	İ		17	
		253			<u>!</u>	\$	- (3			<u>i </u>	
	Number of Ha				ved Who	Attend	Nonpubl	iic	Schools	N/A	
	Distribut on										-
		-			l	SPAN			CASIAN		1
) }				AMED .	(Ot		Omica	TOTAL
POPULATION TO THE POPULATION T		JLATION NEGRO		GRO INDIAN ORIENT				1 • 1		OTHER T	TOTAL
			<u>,</u>				ruct.)				8
_	1		2	3	4	5		<u>·. 6</u>		7	+
		-	_			İ	,	-)50		253
٠.	udent Particip	ants	! 2	. 0	0	}	1		250		433



SHORTON BERRY MORRET WEST											
4. Commenter description of release	- DISTRIE	20,105 57	DEMOGRAPHIC		-						
CAT. GO	DNY			I NUM	BER						
a. crban Adeas (over 30,000)											
b. Rural Areas (under 2,500)											
c. Other Demographic Areas (from 2,500 - 50,000)											
d. Total (Sum of Lines a b.,			<u> </u>								
e. Student participants who cer	side in Mo	del Citle	s Area								
SECTION F - TOTAL PROGRAM STAFF	FOR HANDI	CAPPED (C	component or	Total Proj	ect)						
			ns Assigned								
	,	Part	-time								
POSITION CATEGORY	`Number	Number Full-		Total							
	Full-	į	Time	Full-Time							
-	Time	į	Equiv.	Eq	uıv.						
	•	Ì			52+4)						
1	2	3	4	5							
a. ADMINISTRATION/	1										
SUPERVISION		1 1	1/3	1/3							
D. TEACHERS			1								
(1) Trainable Mentally		Į	i								
: Retarded		•									
(2) Educable Mentally		-	+								
Retarded	1	1	1/4	1/4							
(3) Learning Disabled	;	2'	2/3	1-1/3							
(4) Emotionally Disturbed		2	2/3	1-1/3							
(5) Other health Impaired	į		+ -1	i							
(6) Crippled	 		-								
(C) Viaually Impaired	;	1		1	 .						
(8) Deaf-billed	·		1	1							
(3) Feaf	i	1	1								
(10) Hard of Fearing		1	<u> </u>	1							
(li) Speech Impaired		1	1/4	1/4							
c SPECIALISTS		10	3-1/8	3-1/8							
d. PUPIL PERSONNEL WORKERS	1	1	1 -7 -								
e. EVILUATORS		1 1	1/8	1/8							
f. TEACHER ASSISTANTS.	[-	 								
TEACHER AT 150	;	24	1-1/2	1-1/2							
A. CLFRICAL P LONNEL	s	3	11	. 1	1						
h: COMMUNITY LIAISON PERSONNEL	i -	1									
1. ALL OTHER PERSONNEL	4	12	/1	1	•						
SPECIALISTS - 10 part t	ime perso	ons cour	sted as fo	llows:							
l Consultant Speciali	st in Tea	arning T	Disabiliti	es l	/4 time						
1 Consultant Specialist in Mental Retardation 1/4 time											
1 Consultant Specialist in Emotional Disturbance 1/2 time											
2 Child Development Consultants 1/4 time e											
1 Audiologist	J.10 % 2 0 WIF				1/8 time						
1 Speach Consultant					/8 time						
Special Education C	onsultant	t			/2 time						
Psychological Exami	ner				/8 time						
1 Special Llucation C		L			/4 time						
1 Learning Disabilities/Speech Teacher 1/2 time											



C. Summary and Conclusions .

Evaluation of cognitive and affective gains in children, after eight months in the program showed significant growth by a large majority of the children with many achiev, ing a much greater gain than expected. Children with the lowest entering status made the greatest rate of gain in most instances.

Of the approximately forty-five percent of the four year olds evidencing need for special services based on screening procedures, only six were referred to programs for the handicapped at age five. This includes two children who will enter a class in language development, one a program for the hard of hearing, another a program for children with emotional problems, another will enter a school for autistic children and one child whose placement is uncertain. Children receiving special programming for learning disabilities either by the Learning Disabilities Teachers or the Special Education Consultant all made marked progress. Their work will be continually mónitored . during the kindergarten year. Children with various behavioral and emotional problems received help both for themselves and their parents. It may be said, therefore, that through the Home-school program many problems detected at four can be effectively remediated. The integration of the handicapped into the regular program tended



to have a positive effect on their intellectual and personal and social development.

A large majority of parents showed marked improvement in their competencies and attitudes in motivating and teaching their children. This was indicated by teacher ratings and parent self-evaluation. Also, the staff showed increasing awareness of children's needs and improved their effectiveness in working not only with the children but with their parents.

Extensive parent involvement in the program was undoubtedly a key factor in the community support received by the project. The assistance of parents, 78% having served at least four times in Saturday School, older siblings, grand-parents and baby sitters was warmly welcomed in Saturday School. The verbal and written comments of parents in evaluating the program attested to the positive rapport established between home and school through the partnership of parents and teachers on behalf of the child.

Equally important was the progress made +oward interrolizing the Saturday School Pr gram as an integral part of the district's total education program. Principals and kindergarten teachers made a home teaching visit with the Saturday with the Saturday of the provided at the kindergarten level. Records of all



children in the PCEE Program were available to kindergarten teachers. Inservice was provided by the project
staff and project director for kindergarten and beginning
primary teachers, principals, and special personnel.
Permanent Record and Communication Skills Record cards
were initiated for all children in the PCEE Program.

In conclusion, this program in which the school supports the learning environment of the home and involves parents as teaching partners, besides comprehensive services to all children, offers an alternative model to early education at a relatively low cost. This would suggest that this model could be adapted by other school systems to meet comparable needs.



Recommendations

some modification in program design is deemed desirable although it cannot be considered a major revision. Program activities of each component are proceeding basically according to plan but it is felt that some refinement of procedures can occur based on information obtained during the first two years of the program. Objectives will remain the same and follow-up on all PCEE children will be maintained through kindergarten and beginning primary. Although all objectives were not completely attained, rather than lowering expectations, the goal will be to closer approximation of 100% achievement.

Changes planned include the use of a different language test besides the Northwestern Syntax Test. This test which purports to measure receptive and expressive language appeared to measure only one factor since the scores on the two subtests were about the same. Since the test is also rather difficult to give due to length, it was decided to change to the grammatic closure test of the Illinois Test for Psycholinguistic Ability. This selection was based on a factor analytic study done by the special education specialist (in an unpublished doctoral dissertation) on a random sampling on 40 PCEE students who were screened for learning disabilities, mental retardation and emotional handicaps. This study indicated that grammatic closure was the best predictor of auditory language and that auditory vocal language integration which this test measures



was the no tamportant factor in language success.

As previously mentioned in the Continuation Report, references to the Consultant Specialists for the Mentally Retarded and the Consultant Specialists for the Learning Disabled will be, henceforth, referred to as the Consultant for Educational Problems. We believe that in combining these two components, we can strengthen our screening procedures, place more emphasis on observation of children, and service to teachers.

A different battery of tests to identify the learning disabled will also be given. Testing will include the Illinois Test of Psycholinguistic Ability, the Monroe Auditory Discrimination Test, the Beery Test of Visual Motor Integration, the Goodenough-Harris test and a motor rating scale.

The Consultant Psychologist for the Emotionally Disabled Component is planning to develop a scale to differentiate the degrees of severity of emotional problems in his screening procedure. Using parents' responses to the form, "My Preschool Child," he plans to tentatively differentiate between the severely disturbed and the socially maladusted child on a one to three rating.

In the third project year provision will be made to insure the continuous progress of children from the Saturday School Program into kindergarten and then into beginning primar,



so that the gains achieved may be maintained. This will include albitance to children with special needs as well as to their teachers and parents; continued opportunities for inservice training with kindergarten and beginning primary teachers; and parent assistance in the classroom and home teaching visits by kindergarten teachers. Necessary changes in the curriculum to adapt to the widening range of abilities will be made. Baseline data will be gathered on second year primary children so that in the following year comparison can be made with those children who were pupils during the first year of the Parent-Child Early Education P. ogram.

Communication during the past year included visitors to the program, requests for materials, slide presentations in the local area and presentations at three national conventions as well as feature articles in the two St. Louis newspapers and two national education magazines. A publication entitled Saturday School: A Success Story which discribes the program and presents evaluation findings was prepared for those attending our presentation at national conventions and for general dissemination. The curriculum guide will be available and other materials for parents are being developed. It is expected that a complete dissemination packet of materials used in the program will be prepared during the final project year.



parental and citizen involvement not only in the normal operation of the program at in planning for the future will be emphasized. Parents are regularly involved in Saturday School, in home teaching visits and follow—through home teaching activities. Some parents assist teachers in telephoning parents and thus assist in organ—izational tasks. Others have assisted in spring registra—tion of Saturday School children as well as helping in vision and hearing testing. A course entitled "Are You Listening?" which focused on effective ways of communicating with children was provided for parents.

As we enter the third year of the program, citizens will be involved in planning for the continuation of the program. It is hoped that several alternative plans will be developed for presentation to the Board of Education. These proposals may include adaptations of the current programs with maintenance of major components and plans for financial support.

pinally, as we look forward to our final year in the project we are cognizant of the importance of the summary evaluation. Since this is an innovative program which offers a model for early education, it is necessary that we look at the evaluation from an historical perspective. Not only will the specific objectives be discussed, but comparisons of progress will be made throughout the project years. In



addition, emphasis will be placed on the processes in which major components of the program have developed and have been modified. This will include curriculum development, parental involvement and monitoring and management procedures. Reporting the results of the program in such a way will allow the evaluation to be a useful tool available to the educational community.



INDEPENDENT EDUCATIONAL PROGRAM AUDIT

INTERIM AUDIT REPORT

OF

USOE Project #0EG-0-71-1748(290)

FERGUSON-FLORISSANT PARENT-CHILD EARLY EDUCATION PROGRAM

Ferguson Reorganized School District R-2 655 January Avenue Ferguson, Missouri 63135

June, 1973

Prepared by:

Educational Management Services, Inc.

Auditor Assigned:

Gary A. Mohrenweiser

SECTION I

INTRODUCTION

The Interim Audit Report is one of three such reports being prepared for the Ferguson-Florissant Schools in connection with its

Parent-Child Early Education Program, U.S.O.E. Project #0EG-0-71-1748(290).

EMS certifies that it is acting as an independent auditor and has had no role in the development of the proposal or program or any other relationship with the Ferguson-Florissant Schools. This independent educational program audit is an external review of the project, designed to clarify the results of the evaluation and to assess and report on the appropriateness of evaluation procedures being utilized. This audit is designed to follow the guidelines and intent of ESEA Title III, Section 306.

In preparation of this report the auditors examined data through the following inputs:

- Review of the continuation evaluation report, instrumentation, memos, other documentation supplied to the auditors prior to and during the April and May site visits.
- 2. Information obtained during the site visits by Dr. Walter L. Hodges and Dr. Gary A. Mohrenweiser, conducted April 10, 1973 and May 12, 1973, at the project offices located at 2295 Dunn Road, Florissant, Missouri 63033, and at various other program sites. During the site visits the auditors interviewed and discussed project activities with:
 - A. Dr. Doris Stumpe, Assistant Superintendent For Elementary

 Education



- B. Ms. Marion Wilson, Project Director
- C. Dr. Alice Klein, Project Evaluator
- D. Representatives of the Child Development and the Special Education Components:
 - 1) Marguerite Cannon
 - Sidney Kasper
 - 3) Tom Maloney
 - 4) Lloyd Kallial
- E. Ms. Mildred Winter, former Project Director
- Observations in all classrooms and two of the seven SaturdaySchool locations
- 4. Review of relevant documents, specifically:
 - A. Continuation Application Year II
 - B. Parents' Home Activity Guides
 - C. Example of "Saturday School News"
 - D. Form for parent evaluation of program
 - E. Saturday School, A Success Story



SECTION 11

GENERAL AUDIT FINDINGS

The continuation proposal submitted by the project contains the Interim Evaluation Report. This report, it should be noted, is very complete, well-organized and well-written. The major factor that impressed the auditor was the inclusion of baseline data in the report, within each section of the report and pertinent to each of the objectives, such that a comparison may be made between the project status currently and the project status at the time of collection of baseline data.

Since the last audit visit the project has made considerable effort toward dissemination of project results. This dissemination is characterized in two ways: 1) dissemination through the professional media, i.e., national meetings, early education specialists, curriculum meetings, etc., many of which were attended by the project director and project evaluator; 2) dissemination of the booklet, <u>Saturday School</u>, <u>A Success Story</u>, to both professionals and parents. This booklet was written to serve a dual purpose: the needs of professional examiners of the program, as it contains evaluation materials relevant to their needs; it also serves the parents and public, as it expresses the history of the project pertinent to the public's needs. It should also be noted that the project, since the last audit report, has fully followed-up on the recommendations made in that report.

The auditor examined evaluation reports on staff members of the Early Childhood Project. These evaluation reports were complete and



were signed by both the project director and the staff member who was evaluated.

As noted in the Implementation Audit Report, the project changed leadership at the end of the first project year. There exists no evidence that the project has been hindered in any way by the change in leadership. On the contrary, a strong continuity exists from the first project year. It appears that the project is well on its way toward fulfilling the basic objectives of its second year. There is also strong evidence to suggest that the program and its philosophy will be incorporated by the community and its school administrators in the next years as a regular part of its strategy for schooling young children. This would, of course, be a strong indication of the success of the program.



`.

SECTION III

SPECIFIC AUDIT FINDINGS

This section of the report follows the selected audit activities as outlined in the audit plan submitted to the Ferguson-Florissant Schools. Each objective audited is stated, together with the subsequent audit findings. Certain objectives are grouped as to audit activities and findings because the audit activities were very similar in nature regarding each of the objectives and the discussion concerns the findings as a composite, unless otherwise noted. Numbers and descriptions associated with each objective correspond to those found in the original and/or revised proposal.

Child Component

Product Objectives

Product Objective 1: Upon completion of the first year in the Parent-Child Early Education Program, each pupil will exceed his expected growth as determined by the developmental norm data of each test, by the pupil's original status on that test, by a minimum of one month in the areas of mental development, language development and visual-motor integration.

Product Objective 2: Each primary target group pupil who is found to be deficient in teacher's ratings at the end of entry into the Parent-Child Early Education Program will show an increase of a minimum of one step on a five-point scale at the end of his first year in the program.

Product Objective 3: Each primary target group pupil who is found to be rated as having less than very positive attitudes toward school by the teacher at the beginning of the Parent-Child Early Education Program will increase by at least one step on a five-point rating scale in the positiveness of his attitudes toward school at the end of his first year in the program.



Product Objective 4: Each pupil who is rated on any of the five scales of the rating scale, self-esteem, as having less than an average self-esteem by his teacher at the beginning of the Parent-Child Early Education Program will increase by at least one step on each of those scales by the end of his first year in the program.

Audit Activities: Inspect sample and review data.

Audit Findings: Although the statement of objectives usually refers to the first year of the program, these same objectives are goals of the second year of the program. The Interim Report indicates that data at the time of the preparation of the Interim Report was not available for Inclusion. At the time of the site visit the auditor inspected a sample of source documents for completeness of tests and rating scales administered under these objectives for accuracy and completeness of scoring, for tabulation and translation to mechanical input sheets, and found these to be fully and completely accurate. These data, which refer mainly to baseline data for the second project year, will be incorporated into the second year Final Evaluation Report. It should be noted that under objective 4, the project did a follow-up of pupils from the first year's program as they entered kindergarten. The kindergarten teachers were not informed as to which pupils had participated in the PCEE Program. teachers rated all their pupils on various scales as described in the continuation report. Appropriate conclusions to that research is presented on page 20 of the continuation report.

Process Objectives

Process Objective 1: The project director, evaluator and specialists in the areas of the handicapped, will develop a behavior checklist to be used by parents to rate children.



Audit to literal review data for completeness.

Addit France The results of this objective were presented in the First Chaluat in Record of the first project year. Data were found to be

Parent-Shild Early Education pupils who have learning problems will be identified as Indicated by a preliminary screening battery.

Audit for intermal Sample data for completeness, scoring and

Addit Firding The Interim Evaluation Report indicates that 24 pupils were tested for low intellectual functioning or retardation. The file cirtaining the information on these pupils was examined by the modifier. Each pupil had been initially screened and follow-up testing was indicated. Files on the pupils were found to be complete and accurate, as could be determined by a sample examination.

Process Objective 3: Fich Parent-Child Early Education pupil identified through further diagnostic procedures as having learning problems due to one or more factors listed in process objective 2, will be given individualized materials and/or teaching strategies by his teacher as prescribed by consultant specialists for the handicapped.

Audit Activities: Verify implementation.

Audit Fi dings: Appendix M of the continuation proposal contains a model of the consultant for learning disabilities component. This model is a relative and it observations verify this report. Page 90a, revision the proposal indicates that a "yes-no" categorization as to model of the proposal indicates that a "yes-no" categorization as to model of the categories of the evaluation and reduce for this objective. To date, this has not been implemented and



-8-

it is suggested that such be considered as a part of the evaluation program before the final report

Parent Component

Product Objectives

Product Objective 1: Each parent receiving home visits in the Parent-Child Ear'y Education Program who is rated by the teach. As being less than very positive in her attendes toward the teaching session, the teacher, and her child, during the first home teaching session, will increase in the positiveness of her attitudes by a minimum of one step on a five-point rating scale as assessed by the teacher during the last home visit of the program.

Audit Activities: Review data.

Audit Findings: Although the data were not reported in the continuation proposal, the auditor inspected baseline data collected at the beginning of the program. Source documents were complete, tabulation to mechanical input devices was accurate.

Process Objectives

Process Objective 1: One parent from each family participating in the Parent-Child Early Education Program will volunteer to assist in Saturday School and will assist with one class at least once every three months.

Audit Activities: Review attendance data.

Audit Findings: The results presented on page 61 of the continuation proposal are supported by a sample review of attendance data.

Process Objective 3: Parent study groups will be established with parents, guidance counselors and project staff members determining the content, structure and frequency of group meetings.

Audit Activities: Review implementation

Audit Findings: Such groups have been implemented with major emphasis on individual contact with parents.



Staff Component

r

Product Objectives

Product Objective 1: Each Parent-Child Early Education teacher will utilize appropriate motivational techniques (e.g., reinforcement and feedback strategies) for environmentally disadvantaged and handicapped pupils. By the end of the first year of project operation, each PCEE teacher will be rated at least a "four" on a five-point rating scale as assessed by the project director through classroom observations.

Audit Activities: Review data.

Audit Findings: A sample of data was reviewed for accuracy and completeness and found to support the results presented in the continuation proposal, page 65. The use of appropriate motivational techniques was observed in all classes visited. No ratings were made and it should be noted that teachers and parents need continuous feedback and in-service training on the use of appropriate motivational techniques. It is important to note that no negative instances of verbal or motoric negative feedback techniques from adult to child were observed.

Product Objective 2: Each Parent-Child Early Education teacher will be able to correctly identify learning problems due to emotional disturbance, learning disabilities, experiental deprivation, physical handicaps and mental retardation on the basis of observation of pupils in the learning situation. Evidence of correct identification will be demonstrated by the accuracy of their referrals as judged by the consultant specialists for the handicapped.

Audit Activities: Interview staff.

Audit Findings: Evidence of this objective was not directly observed.

The child development staff reported a major shift in operating strategy

from last year, however, which bears on this objective. In year I, the



child development staff provided more direct service to children and parents than they now do. Presently their mode of operation is becoming much more teacher oriented, i.e., they are helping teachers become adept at working through diagnostic and prescriptive strategies for all children. This approach is one that the auditor strongly endorses. It should have the benefit of spreading the effect of the application of the confultant's expertise to greater numbers of participants.

Product Objective 3: For those Parent-Child Early Education pupils identified through further diagnostic procedures as having learning problems due to emotional disturbances, etc., teachers will carry out prescriptions (individualized materials and/or teaching techniques) made by the consultant specialists for the handicapped. Through systematic observations, the specialists will determine whether or not each teacher is following the prescriptions.

Audit A 'Ivities: Interview staff

Audit Findings: This objective is related to Product Objective 2 and is a part of the shift in the focus of consultants' mode of operation. While nor directly observed, this approach is obviously satisfying to the consultants (although they lose some direct clinical contact) and should be successful.

Product Objective 4: Parent-Child Early Education teachers will establish positive relationships with parents in Saturday School and Home Teaching. Teachers will do this by showing that they respect parents' competencies in teaching children. This will be systematically monitored by the project director and periodically by elementary principals and parents.

Audit Activities: Parent interviews and observation.

Audit Findings: Combining observations from 1971-72 in the homes and classes, this year's observations in the classes and the results of previous



audit visits, it appears that there is evidence of high project morale and well-established positive relationships with parents. It was obvious that the teachers observed had complete trust in the parents and other guests working with them and that this trust was, to a large extent, justified.

Product Objective 5: Weekly Home Activity Packets that complement the instruction given in Saturday School (as described in the staff activities component) will be developed by the project director, Parent-Child Early Education teachers, specialists for the handicapped and the project disseminator. The content validity of these materials will be judged by an early childhood specialist as well as by teachers' reports based on the appropriateness and usability of these materials with PCEE pupils.

Audit Activities: Review Weekly Home Activity Packets.

Audit Findings: Parent's Home Activity Guides 71, 2-1 through 71, 2-28 and Guides 72, 3-1 through 72, 3-29 were reviewed. These Guides are full of easy-to-do but high quality things for parent and child to do together. Most of the activities are independent of one another and there is no apparent sequence. This is not a criticism, as it is not apparent that a sequence is necessary for many of these experiences. The "Index of Activities as they Relate to Skill Development" at the end of the 71 series of guides is excellent. This type of indexing should help the teachers greatly in recommending specific items for the parents to use with children who need help with a particular skill area.

By and large, the content validity of these activities is difficult to judge. If the teachers work through them with parents, identify the ones appropriate for particular children and follow-up on the results at



their next visit, it would be hard to say that they are not valid. Without such teacher support, effectiveness of the Guides might be questioned.

Product Objective 6: A Parent-Child Early Education Curriculum Guide will be developed by the project director and PCEE teachers. The guide, which will include performance objectives and a sequence of activities to meet each objective, will be integrated into the district Early Childhood Curriculum Guide Series already developed for kindergarten and beginning primary levels. Monthly planning charts will also be developed listing the major concepts to be introduced in Saturday School, along with a record of each child's progress toward mastery. The Guide will be reviewed for its content validity by an early childhood education specialist and for its appropriateness and feasibility by the PCEE teachers and project director.

<u>Audit Activities:</u> Review Guide for progress and interview sample of teachers.

Audit Findings: Much of the basic work on this objective has been accomplished and the objectives laid out in a useful manner. Objectives, however, without philosophical, theoretical or rationale statements can be interpreted in narrow ways by those who must interact with children. The director is planning to develop a contextual framework within which to place the curriculum skills list. This framework is not yet formulated explicitly, but the director has definitive plans for writing more general guidelines which will enable teachers to use the skill objectives curriculum as a minimal level guide, but who will be able to extend these skills within a framework of developmental and educational theory. The auditor believes that the proposal is a sound and necessary next step. It will help staff interpret objectives in a more extensive manner



and may help to prevent the "tunnel vision" sometimes experienced by teachers who feel they must meet specific behavioral criteria with their children.

Process Objectives

Process Objective 1: Each Parent-Child Early Education teacher will attend at least two in-service sessions

per month.

Process Objective 2: Each kindergarten teacher will attend at

least four inservice sessions during the first year of the project operation.

Process Objective 3: Each Parent-Child Early Education teacher

will demonstrate appropriate teaching techniques

to parents during Saturday School.

Process Objective 4: Each Parent-Child Early Education teacher

and kindergarten teacher will teach each other's classes at least once during the

first year of the program so as to demonstrate the need for and the ways in which to

coordinate PCEE and kindergarten programs.

Process Objective 5: Parent-Child Early Education teachers will

work collaboratively with the project director

in monthly meetings to develop weekly Home

Activity Packets that complement the instruction given in Saturday School.

Process Objective 6: Parent-Child Early Education teachers will

work collaboratively with the project director

in monthly meetings to develop monthly planning charts and a curriculum guide.

<u>Audit Activities:</u> Review of records, including attendance records, and observation and discussions with teachers and staff.

Audit Findings: Examination of attendance records and discussions indicate that the results presented in the continuation proposal are accurate. Also see discussion of Product Objective 6.



Handicapped Component

The product and process objectives associated with the Handicapped Component were reviewed under the regular components, both Child and Parent. A sample of student files which were classified as "handicapped" was examined and all tests and report documents which were expected to be contained in the files were found to be accurate and complete.

Management Component

The various aspects of the Management Component were reviewed during the time of the site visits. Management of the project is generally progressing on schedule. Review of the director's log indicates significant events on a weekly basis and provides a substantive, historical review of the project's day-by-day proceedings. Assignment and evaluation of staff have taken place as scheduled. All aspects of the management of the project appear to be progressing well.



SECTION IV

RECOMMENDATIONS

This section presents a recommendation based on the auditor's review of the project and discussions with various staff members during the site visits.

IT IS RECOMMENDED THAT the evaluator and project director review the evaluation design for Process Objective 3, Child Component, and determine whether the "yes-no" categorization as indicated as part of the rating of teachers should be implemented as part of the evaluation procedure for the final evaluation report of the second project year.



RESPONSE TO THE INTERIM AUDIT REPORT PARENT-CHILD EARLY EDUCATION PROGRAM USOE Project No. OEG-0-71-1748 (290)

Title III Sec. 306 ESEA

Ferguson Reorganized School District R-2 Ferguson, Missouri

Submitted by:

Doris M. Stumpe

Assistant Superintendent Elementary Education

June 21, 1973

we find the Interim Addit Report Submitted by Dr. Gary Mohrenweiser, of Educational Management Services, Inc., to be an accurate report on his findings during his on-site visit to the project on April 10, 1973. The report also accurately reflects the evaluation of Dr. Walter L. Hodges, consultant in early education, who visited the project on May 12, 1973.

In response to the evaluation design for Child Component Process Objective Three, we are cognizant of the fact that a "yes-no" categorization as to whether or not teachers follow the prescriptions for learning disabled children could be further detailed in degree. However, the lesson plans for each learning disabled child stating the objective and materials used in each lesson are reviewed by the consultant for learning disabilities and these records are now on file in the office of the Parent-Child Early Education Program. In our evaluation report, we will indicate the degree to which the programming was followed for all those receiving special help in learning disabilities. We will do this also for those children who were tested for learning disabilities and found to have a slight problem, which did not warrant special instruction but for which special recommendations were made to the home teacher.



APPENDICES

- A Frequency Tabulation of PCEE Pupils' Scores on the Preliminary Screening Fattery Administered at the Beginning and End of the Second Program Year
- B-1 Initial Teacher Ratings of PCEE Pupils and Parents on the Items of the Home Teaching Report during Fall, 1972
- B-2 Final Teacher Ratings of PCEE Pupils and Parents on the Items of the Home Teaching Report During Spring, 1972
- C-1 Initial Teacher Ratings of Pupils' Self Esteem
- C-2 Final Teacher Ratings of Pupils' Self Esteem
- C-3 Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on "The Self Esteem Scale" and on "The Kindergarten School Adjustment Scale"
- D-1 Parent Ratings of PCEE Pupils' Behavior at the Time of Entry into the PCEE Program (1971) and at the Time of Entry into Kindergarten (1972)
- D-2 Initial Parent Ratings of Pupils' Behavior on the Items of "My Preschool Child" made Frior to Entry into the PCEF Program in the Fall, 1972
- E Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on "Introducing My Kindergarten Child"
- Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on the Screening Test of Academic Readiness
- G-1 Summary of Results Obtained on the Stanford Early School Achievement Test, Level I Given to First Grade Pupils in 1972
- G-2 Percentile Rank Equivalents for the Form A Stanford Early School Achievement Test, Level I Subtests Based on the Results of Pupils Entering First Grade in Fall, 1972



APPENDICES (Continued)

- G-3
 Percentile Rank Norms Developed for Entering First
 Grade Pupils Using Data Collected on Pupils Entering First Grade Classes Within the District in the
 Fall of 1972 on the Stanford Early School Achievement Test, Level I
- H New Age Norms Developed for Use with the Northwestern Syntax Screening Test in the PCEE Program
- I Initial and Final Teacher Ratings of a Sample of Parents' Performance in Saturday School
- J-l A Summary of Teachers' Ratings of PCEE Pupils'
 Skill Development
- J-2 Kindergarten Teacher Ratings of Their Pupils and Parents on the Items of the Kindergarten Home Teaching Report During Spring, 1973
- J-3 Results of Analyses of Variance and Duncan's Multiple Range Tests for Kindergarten Pupils on Items of the Kindergarten Home Teaching Report
- J-4 Results of Follow Up Analyses on Kindergarten Pupils and Their Parents on Items of the Home Visit Report Administered upon Exit from the PCEE Program (Spring, 1972) and During the Kindergarten Year (Spring, 1973)
- K-1 Summary of Initial and Final Teacher Ratings at Saturday School and at Midyear Home Visit by Project Director and Midyear Ratings by Principals
- K-2 Frequency Tabulation of Parents' Ratings of Both PCEE Program and Teachers
- K-3 Summary of Initial and Final Kindergarten Teacher Ratings Made During Observations in Classes by the Project Director
- K-4 A Summary of Comparisons Between Initial and Final Patings of Kindergarten Teachers Made By the Project Director
- L Frequency Distributions of Further Diagnostic Screening Test Battery and Follow Up Administered to Pupils Identified as Learning Disabled



APPENDICES (Continued)

М	Frequency Tabulations on the Glidewell Items for PCEE Pupils Identified as Having Emotional Problems Both at the Time of Entry into the PCEE Program and Into Kindergarten and for PCEE Pupils Not Identified as Having Emotional Problems at the Time of Entry Into
	Kindergarten
N-1	Initial Teacher Ratings of Pupils' Adjustment on Items of the "Nursery School Adjustment Scale" During the Fall, 1972
N-2	Final Teacher Ratings of Pupils' Adjustment on Items of the "Nursery School Adjustment Scale" During the Spring, 1973
N-3	Kindergarten Teacher Ratings of Pupils' Adjustment for ALL PCEE Pupils, PCEE Pupils Identified as Having Emotional Problems, and PCLL Pupils Identified as not Having Emotional Problems
0	Frequency Distributions of Further Screening Battery and Follow Up Administered to Pupils Identified as Mentally Retarded

- P Final Report Learning Disabilities Component
- Q End of the Year Report Speech and Language
- R End of the Year Report Sub-Component for the Mentally Retarded
- S End of the Year Report Sub-Component for the Emctionally Handicapped
- T End of the Year Report Clinical Audiology





APPENDIX A

Frequency Tabulation of PCEE Pubils! Scores on the Preliminary Screening 1997. Administered at the Beginning and End of the Second Program Your:

Slosson Intelligence Test, Noithwestern Syntax Scale, and the Beery Test of Visual-Motor Integration*

		ю 4	4 0882	144 141 126 443 37 30
		27 30 50 1	46 3 103 69	0400 K 070 C 070 C 1
(L.A.)	1 8 4 8 4 8 5	4 7 7 11 12 10 15	334566	38 34 39 39 35
sstern Expressive Pre	19 103 12 17	18 24 37 33	93 93 94 94 94 94 94 94 94 94 94 94 94 94 94	22 26 16 21 17
Northwestern (L.A.) Expr	м പ പ ര പ 	9 115 17	22 32 72 7	5 5 4 4 8 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Receptive	11 30 10 13	229 440 11 69 69	4	
(M.A.) Post	٣			7 7 4 0 0 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7
Slosson	٢	w rv -	11 11 12 23 23	74440 000000000000000000000000000000000
Scores in Months	1 1 1 1 1		. 4 4 4 4 0 0 1 1 2 0 0 0 0 1 1 1 1 1 1 1	551 551 551 551 551 551 551 551 551 551

(continued)

ERIC
Full text Provided by ERIC

APPENDIK A (continued)

(P.A.)	Post	11	7	٧ -	ש פ	- C	٦ ،	n ~	1			0	i						
Beery (P.A.)	Pre	٦	c	7															
Wes	Receptive (L.A.) Expressive (L.A.) Pre Post Pre	10 62 2	$1 \qquad 10$	8 39 7 34	(1 28 2 26		1	1 6 5 ,	3 4 4	•	3 T	7	7					
Slosson (M.A.)	Pre Post	α _C	22 47	2	_							2 28		1.1	4	9	'n	7	
The same of the sa	Scores in Wonths	73-74	75-76	7	æ	φ,	φ	8	φ,	6	6	9	5	9	-10	01 - 1	-10	105+	

* The number of pupils whose scores are represented in this Appendix include only those pupils who were tested twice during the program year.

APPENDIX B-1

Initial Toucher Rations of PCDE Pupils and Parents on the Iters of the Lome Teachins Report during Fall, 1972 $(\underline{x} + 64v)$

	a second designation of the second se								, , , , , , , , , , , , , , , , , , , ,			;
,	Samplo					R,	Ratings*	*) Age 2 2 2	erenagement met in in inglighter.
			S	4		e !		(•)		1		Blank
Attoorn training and the state of the state	Total H NH	522 220 283	(82%) (78%) (85%)	50 (88.3 88.3 88.5	38 (23 (12 (63) 83) 48)	3 (7)		15 (6	4) 5€) 3€)	202
b. Chill ready vs. n t ready for nors	Total H NH	470 194 257	(74%) (69%) (77%)	74 (33 (39 (128) 128) 128)	55 (32 (21 (98) 118) 68)	10 (4 (6 (24.)	29 (18 (6 11)	36 (S)	000
c. Planciron pared for teacher t	Total H	514 222 274	(81%) (79%) (82%)	40 (16 (23 (68) 68) 78)	56 (27 (26 (9%) 10%) 8%)	7 4 6	A' 04' .# pd pd pd	21 (12 (8 ()	88 4 8 8 8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9	705
Parent fartic. a. Observed 100% vs. Or of time	Total H NH	530 222 289	(83%) (79%) (86%)	56 (24 (28 (((& & & & & & & & & & & & & & & & & &	28 (17 (11 (48 68) 38)	10 (28) 18)	112 (28. 18.)	~ C ~
b. Particitated 1008 vs. 0: of time	Total H NH	371 141 216	(58%) (50%) (64%)	999 (448 ((15%) (17%) (14%)	105 (53 (49 (168) 198) 158)	32 (4 7 5 * * * * (*)	32 (21 (11 (5 ⁻ , 7 ⁸) 3 ⁸)	1 0 1
Parent attitide toward teaching session a. Positire "s. negative	Total . H	470 224 256	(74%) (80%) (77%)	α 0.4 ω τ. ω	(148) (138) (148)	69 16 28	(118) (58) (88)	2 11 7	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	7	સ્ (કુ (કુ (કુ (કુ (કુ (કુ (કુ (કુ	2 1 3

(continued)

App. TDIN B-1 (continued)

	Sample,					Ratino	y	i side			n general delle e management en spied	
		ស		4			٣		~	,		- K
<pre>b. I: * vreste? vo. disinter= ested</pre>	Total H	468 (200 (253 (738) 718) 76°)	91 34 50	(14%) (12%) (15%)	68 40 27	(11°) (14%) (8%)	० प	(18) (18) (18)	0 0 0	(< 1%)	○ ○ ○ ○ ○
c. Self-confident rs. lack- ing self-confidence	Total H NH	385 (155 (219 (608) 558) 668)	132	(21%) (18%) (22%)	99 60 37	(16%) (21%) (11%)	133	(22.) (14.) (18.)	დიო	(1) (2) (1 °)	8 - 2
Parent Interaction with child a. Accepting vs. rejecting	Total H NH	439 (- 173 (- 251 (-	69%) 62%) 75%)	106 47 52	(17%) (17%) (16%)	73 45 77	(118) (168) (88)	Т П Т 8 4	(3%) (5%) (1%)	0 7 7	(<1%) (<1%) (<1%) (<0%)	8 - 8
b. Aware vs. unaware of needs	Total H NH FD		50%) 42%) 56%) 40%)	173 71 92 55	(27%) (25%) (28%) (26%)	9 9 9 9 1	(15%) (19%) (12%) (20%)	42 30 12 25	(78) (11%) (48) (12%)	10 7 3	(2%) (1%) (3%)	0 5 + 3
<pre>c. Positive vs. negative roti- vation</pre>	Total u NH ED	357 (133 (213 (97 (568) 488) 648) 468)	144 65 71 48	(23%) (23%) (21%) (23%)	113 66 44 51	(18%) (24%) (13%) (24%)	13 13 11	(((3 %) () () () () () () () () ()	4 W H W	(3 (3 (3 (3 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4 (4	00113
<pre>d. Positive vs. negative re- iforcenent</pre>	Total H NH ED	365 (. 140 (. 212 (. 100 (573) 508) 638) 488)	138 60 72 46	(22%) (21%) (22%) (22%)	108 63 42 49	(17%) (22%) (13%) (23%)	25 14 12 12	(33.)	4 .) H &	(18) (19) (<1%) (1%)	6449
	~			9	(continued	(p;						



APPINDIX B-1 (continued)

	Sample	To the Assessment	A Company of the Comp			Re	atings					
		5		4	Parameter de parameter de la constante de la c	3		2		1		Blank
e. Competent vs. incompetent	rotal H	377 142 221	(59%) (51%) (66%)	132 57 70	(21%) (20%) (21%)	112 69 39	(18%) (25%) (12%)	13 (3%)	mm0	<18) 18) 08)	2 2 3
Parent relationship with teacher a. Friendly vs. unfriendly	T H H NH	495 205 272	(78%) (73%) (81%)	72 32 35	(11%) (11%) (10%)	63 40 23	(10%) (14%) (7%)	7 E 4	(18) (18)	000	6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6	2 1 3
b. Cooperativevs. uncoopera-tive	Total H NH	492 1 207 268	(77%) (74%) (80%)	67 26 37	(118) (98) (118)	72 41 29	(118) (158) (98)	000	(18) (28) (08)	0 0 0	(<18) (<18) (08)	7 7 3
c. At ease vs. ill at ease	Total H MH	425 171 240	(678) (618) (728)	110 47 56	(17%) (17%) (17%)	87 53 32	(14%) (19%) (10%)	13 ((28) (28) (28)	000	(< 1%) (< 1%) (0%)	5 1 3
Child's relationship with teacher a. Outgoing vs. shy	Total H MH	278 108 158	(43%) (38%) (47%)	171 59 104	(278) (218) (318)	97 58 37	(15%) (21%) (11%)	30 24 24	(98) (118) (78)	39 (26 (13 ((68) (98) (48)	000
b. Cooperativevs. uncoopera-tive	Total H	375 142 220	(59%) (51%) (65%)	143 62 74	(22%) (22%) (22%)	73 41 29	(118) (158) (98)	31 22 9	(58) (88) (38)	18 ((38) (58) (18)	000
c. Talkative vs. hesitant	Total " "H	271 107 153	(42%) (38%) (46%)	157 59 91	(25%) (21%) (3%)	123 59 61	(19%) (21%) (18%)	3.6 2.2 2.2	(98) (128) (78)	300	(58) (78) (38)	000

	Sample	Andreas denistrational and security	eringen einen eine deminate bestehten	The state of the s		Ra	tings				
		5		4		е		2		1	Blank
Child's response to learning						,					
activities a Interested	Total	412	(64%)		7		_	10		8 (1	0
) H	H	156		67	(248)	44	(16%)		(38)	5 (2%	0
ested	1117	239	(71%)		⊣			Н)	0
b. Attentive	Total			Ŋ	m	79	7			3	0
vs. distracted)) • E.	~			24			20		~	0
	. H;	223	(899)	78	(23%)		(28)		(? ?)	2 (1	0
C. Attained all	Total	309		7	7			24		2	0
) ; ;	112			Ŋ	9	\$			8 (3	0
	HZ	185	(558)	94	(388)	51	(15%)	2	(18)		0
Child's atti-	Total	402	\sim		σ	8	% %	19	(38)	15 (2%	0
		150	(538)	52	(198)		(198)			3 (2	0
Saturday School	HN	238	\vdash		ω		∞ %))	0
Indications of											
parent follow.											
up of Sat. School											
2 . C			É								

Blank	000
None	288 (45%) 133 (47%) 144 (43%)
One	186 (29%) 74 (26%) 107 (32%)
Two or more samples	164 (268) 74 (268) 83 (258)
	Total !!
or previous visit	a. Displayed child's work

APPENDIX B-1)(continued)

(continued) APPENDIX B-1

	Sample		Ratings		
		Several	One	None	Blank
b. Used materi-	Total	163 (26%)	183 (298)	292 (468)	0 5
suggested	HN		1 ~		2
c. Initiated teaching new or	Total H	120 (19%) 54 (19%)	160 (25%) 62 (22%)	357 (56%) 164 (59%)	н з
related activi-	HN	_		•	5

* Total represents 640 pupils evaluated twice

represents 281 pupils rated twice who were identified as having special problems or handicaps both at the beginning and end of the program year represents 336 pupils rated twice who were identified as having no handicap both

initially and finally

represents 210 parents of pupils rated twice who were identified as having emotional problems both initially and finally 6

Numbers above colums each refer to a point on a five-point scale measuring a presumably continuous dimension. *

APPENDIX B-2

Finil Teacher Ratings of PCFL Pupils and Parents on the Items of the Home Teaching Report During Spring, 1972 $(\underline{N}=640)$

	Sample*						Ratings	*				
Conditions		-	2	7	4		3		2			Blank
affecting Visit a. Parent ready	Total	82	91		77	14		9 7		22	(38)	7 0
vs. not ready for work		250 311	(888) (938)	ထယ	(3%) (2%)	υn	(38) (18)	7 7	(18)		r (r)	2 0
מיליפטא הרואס א		α	_	_	Ŋ			2	\vdash	13		2
vs. not ready	H —	246	(88%)	17	(68)	ון ד	48)	Ч-	(<18)	ωv	(2%)	0 0
for work	Ξ Ζ	⊣	7	t	T	4		4	4		1	. (
c. Place pre-	Total	6	93	14	2	17	Μ <	m m	(< 18)	12	(2%)	~ c
pared for teacher to work	m N H	253 318	(808) (958)	, _	(28)	2	(48) (18)	n 0	0	- 4	7 —	2 (
Parent Partic.		i.	r					-	~			H
a. Observed 100% vs. 0%	Total	239	(878)	3 T	(5%)	11	(48)	1	(28)	10	(48)	0,
of time	HN	294	ω		Ω.		4	m	-	∞		
b. Participated	Total	434	∞		2		12	25	4		4	Н (
100% vs. 0%	H Z	184	(65%) (69%)	33 46	(12%) (14%)	32 41	(118) (128)	18 6	(68) (28)	14 11	(5%) (3%)	0 4
Parent attitude toward teaching		 	ı		•							
session a. Positive vs. negative	Total H NH	526 224 284	(83%) (80%) (85%)	79 37 39	(12%) (13%) (12%)	25 16 7	(48) (68) (28)	110	(< 1%) (< 1%) (0%)	974	(18) (18) (18)	2 1 3

(continued)



APPENDIX B-2 (continued)

	Sample		Andrews Common - Comp. and Andrews			Rating	. s				The company of the co	
			2		-		3	2		1		Blank
<pre>b. Interested vs. disinter- ested</pre>	Total H	520 221 282	(828) (798) (848)	77 37 36	(12%) (13%) (11%)	32 19 11	(58) (78) (38)		(<18) (08) (<18)	7 (1 3 (1 4 (1	96 % 96 (96 %)	1 3
<pre>c. Seif-confi- dent vs. lack- ing self-con- fidence</pre>	Total H NH	475 195 263	(75%) (70%) (79%)	103 52 47	(168) (198) (148)	47 26 19	(78) (98) (68)	n n o	(18) (28) (08)	7 (1 2 (1 1 2) 5 (1 1 1)	60 60 60	2 1 3
Parent Interaction with child a. Accepting vs. rejecting	Total H	469 187 264	(74%) (67%) (79%)	121 68 51	(19%) (24%) (15%)	37 18 16	(68) (68) (58)	7 9 1	(1%) (2%) (< 1%)	5 (<1 2 (<1 2 (<1	€ € €	8 1 8
b. Aware vs. unaware of needs	Total H NH FD	389 148 225 111	(618) (538) (678) (538)	165 80 81 61	(268) (298) (248) (298)	65 42 20 30	(10%) (15%) (6%) (14%)	12 7 5 5	(28) (28) (28)	336	æ æ æ æ æ	0713
<pre>c. Positive vs. negative moti- vation</pre>	Total H H NH ED	415 164 234 122	(658) (598) (708) (588)	151 79 69 60	(24%) (28%) (21%) (29%)	59 29 21	(9%) (10%) (8%) (10%)	7 9 1 2	(18) (28) (418) (28)	23 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	€ € € €	0 5 1 3
<pre>d. Positive vs. negative re- inforcement</pre>	Total H NH ED	410 161 232 121	(64%) (58%) (69%) (58%)	156 80 73 61	(24%) (29%) (22%) (29%)	30 24 20	(98) (118) (78) (108)	6779	(18) (18) (38)	2 () 2	æ æ æ æ æ æ æ æ	0 5 1 3
	_					([-					

(continued)



APPENDIX B-2 (continued)

	Sample		***			Rating	3.5					
	The second secon)	5	4		(-)	3	,	2	1		Blank
e. Competent vs. incompetent	Total H NH	460 186 257	(72%) (66%) (77%)	117 (62 (53 ((18%) (22%) (16%)	48 26 19	(8%) (9%) (6%)	822	(18) (28) (18)	4 L E	(18) (<18) (18)	S II 3
Parent relationship with teacher a. Friendly vs. unfriendly	Total H NH	553 235 300	(87%) (84%) (90%)	6 3 5 5 5	(10%) (12%) (7%)	17 8 7	(38) (38) (28)	2 H H	(<18) (<18) (<18)	717	(<18) (<18) (<18)	513
b. Cooperativevs. uncoopera-tive	Total F	529 224 287	(83%) (80%) (86%)	79 39 37	(12%) (14%) (11%)	24 14 8	(48) (58) (28)	244	(<18) (<18) (<18)	1 2 3	(<18) (18) (<18)	7 1 3
c. At ease vs. ill at case	Total H NH	506 207 281	(79%) (74%) (84%)	97 56 38	(15%) (20%) (11%)	28 13 13	(48) (58) (48)	153	(<1%) (1%) (<1%)	1 2 3	(< 18) (18) (< 18)	W 14 W
Child's relationship with teacher a. Outgoing vs. shy	Total	419 157 246	(658) (568) (738)	147 77 66	(23%) (27%) (20%)	32 19	(8%) (11%) (6%)	7000	(18) (28) (18)	2 60 E	(28) (38) (18)	000
b. Cooperativevs. uncoopera-tive	Total H	462 174 271	(72%) (62%) (81%)	121 72 45	(19%) (26%) (13%)	47 27 18	(78) (108) (58)	7	(18) (28) (< 18)	153	(<18) (18) (<18)	<u>0</u> 00
c. Talkative vs. hesitant	Total H NH	405 156 236	(638) (568) (708)	166 84 74	(26%) (30%) (22%)	51 28 21	(8%) (10%) (6%)	13 4	(28) (38) (18)	₽ 4 ⊔	(18) (18) (<18)	0 00

(continued)

APPENDIX B-2 (continued)

	Sample					Rating	S.					
	en under ear under en manne en		5	Andrews Avenues relative transfer sale	4		3	2				Blank
Child's response to learning activities			6		~				-		-	0
d. Incresced vs. disinter-	II	215	(25%)	. 4 . 8	(17%)	15	(5%)	7 7 7	(18)	, ,	(% I \ (\subseteq)	00
ested	HZ	6	^		0	ω			_			o
b. Attentive	Total	, 451	0		\vdash		∞		\vdash		\vdash	0
vs. distracted	H	174	(62%)	74	(26%)	30	(118)	2 -	(1%)	н с	(4 1%)	00
	H H		∞		9		S		⊣		⊣	>
c. Attained all	Total	Ŋ	0		7	41	(89)	7 (18)	7	(<18)	0
vs. none of the	н	178	(63%)	73	(26%)	24	(86)					0
objectives	HN	Ŋ	9		6				_		_	0
Child's atti-	Total	520			4				Н	4		0
tude toward	ш	204	(73%)	53	(19%)	19	(28)	m	(18)	7	(18)	0
Saturday School	HZ	296	∞		0	9			0	7		0
Indications of parent follow-		-										
up of sat. 570001 or previous	•	-	More	Two or e samp	les		One		None			Blank
a. Displayed child's work	Total H NH		312 131 171	(498) (478) (518)		199 87 104	(318) (318) (318)		127 (20 63 (22 59 (18	08) 28) 88)		707
		-										

APPENDIN 8-2 (continued)

			Blank	r	7	0	7		C	n •	7	^	1		,	
			None	1		61 (22%)				252 (40%)	120 (43%)					İ
	Ratings	A STATE OF THE PARTY OF THE PAR	One	THE REPORT OF THE PROPERTY OF		105 (378)				186 (298)	78 (28%)		102 (31%)			
the proper is the amountainment of the first of the continues of the conti		The second secon	Several				(ATA) CTT	_			(atc) (ct ;		110 (33%)			
	Sample	4				Total	I	Z		 -	Total	=		=======================================		
A STATE OF THE PARTY OF THE PAR						b. Used materi-	als or activities	and don't all	a confidence		c. Initiated	TC . HOW Daids Cot	1 1111111111111111111111111111111111111	relation and in	tie	

represents 281 pupils rated twice who were identified as having special problems or hand caps both at the beginning and end of the program year. represents 336 pupils rated twice who were identified as having no handicap both * Tota' represents 640 pupils evaluated twice. HZ

represents 210 pupils rated twice who were identified as having emotional problems both initially and finally. initially and finally. ED

**Numbers above columns each refer to a point on a five-point scale measuring a presumably continuous dimension.



APPENDIX C-1

Initial Teacher Ratings of Pupils' Self Esteem for the Total Sample (N = 649), Pupils Identified as Having Emotional Problems (N = 214), and Pupils Identified as Not Having Emotional Problems (N = 426)

And the state of t						
Item		5 Always	4 Usually	3 Sometimes	2 Seldom	l Never
child adapts easily to new sit- uations, feels com- fortable in new set- tings, enters easily into new activities.	Total ED Not ED	48 (7%) 1 (5%) 37 (9%)	325 (50%) 83 (39%) 239 (56%)	152 (23%) 52 (24%) 96 (23%)	92 (14%) 49 (23%) 43 (10%)	32 (58) 20 (9%) 11 (3%)
		1 Always	2 Usually	3 Sometimes	4 Seldom	5 Never
Child becomes up- set by failures or other strong stress- es as evidenced by such behaviors as pouting, whining,	Total ED Not ED	19 (3%) 12 (6%) 6 (1%)	84 (138) 42 (208) 41 (108)	171 (26%) 70 (33%) 96 (23%)	295 (45%) 75 (35%) 219 (51%)	80 (12%) 15 (7%) 64 (15%)

(continued)

or withdrawing.

ζ,

0	
ERIC	
Full Text Provided by ERIC	

_
_
٠.
_
nc
_
بہ
_
∽⊏
1.1
_
con
Ç
റ
_
()
_
$\overline{}$
ŧ
- 1
\circ
_
DIX
i .
-
_
\Box
=
2.
1
_
APPEN

				The second secon			
	Item		l Always	2 Usually	3 Sometimes	4 Seldom	5 Never
m	3. Child seeks much support and reassurance from his peers or the teacher, as 15 evidenced by seeking their nearness or frequent inquiries as to whether he is doing well.	Total ED Not ED	29 (4%) 18 (8%) 11 (3%)	81 (12%) 36 (17%) 45 (11%)	163 (25%) 61 (29%) 97 (23%)	303 (47%) 77 (36%) 22% (54%)	68 (10%) 22 (10%) 45 (11%)
			l Always	2 Usually	3 Sometimes	4 Seldom	5 Never
4	child continuilly seeks attention, as evidenced by such behaviors as speaking out of turn and making unnecessary noises.	Total ED Not E)	30 (5%) 21 (10%) 9 (2%)	59 (9%) 21 (10%) 37 (9%)	106 (16%) 38 (18%) 67 (16%)	299 (46%) 84 (39%) 210 (49%)	155 (24%) 50 (23%) 103 (24%)
		Ve	5 Very Strong	4 Strong	3 Medium	2 Mild	l Weak
\$	Extent to which child shows a sense of self-esteem, self-respect, and appreciation of his own worthiness.	Total ED Not ED	40 (68) 9 (48) 30 (78)	214 (33%) 45 (21%) 169 (40%)	255 (39%) 87 (41%) 162 (38%)	101 (16%) 51 (24%) 49 (12%)	39 (68) 22 (108) 16 (48)

APPENDIX C-2

ting Teacher Bires of Pupils' Self Esteem for the Total Sample (N = 649) upils Lieghtfold as Having Emetional Problems (N = 214), and Pupils Lient: Leaf as Not Having Emetional Problems (N = 426)*

May, 1973

a man the street to the street of the street						Andrewson the control of the control
Itopi		5 Always	4 Usually	3 Sometimes	2 Seldom	l Never
Child adapts easily to now situations, feels comfortable in new setings, enters easily into new activities.	Total FD Not FD	59 (9%) 13 (6%) 43 (10%)	344 (53%) 99 (46%) 242 (57%)	170 (26%) 61 (29%) 107 (25%)	68 (10%) 38 (18%) 29 (7%)	8 (18) 3 (1%) 5 (1%)
		l Always	2 Usually	3 Sometimes	4 Seldom	Never
2. Child becomes upset by failures or other strong stresses as evidenced by such behaviors as pouting, whintry, or withdraving.	Total ED Not ED	16 (2%) 8 (4%) 8 (2%)	88 (14%) 38 (18%) 48 (11%)	202 (31%) 79 (37%) 321 (28%)	249 (38%) 70 (33%) 175 (41%)	94 (14%) 19 (9%) 74 (17%)

(continued)

(continued)
(J-2
APPENDIX

Ť	Item	1	1 Always	2 Usuall	Somethes	4 Seldom	ואריכיו
· m	Child seeks much sand reassurance from peers or the teach is evidenced by sether nearness or quent inquiries as whether he is doin	Total ED Not ED	18 (3%) 12 (6%) 6 (1%)	92 (14*) 35 (16*) 57 (13%)	137 (21%) 56 (26%) 77 (18%)	321 (49%) 89 (42%) 229 (54%)	81 (12%) 22 (10%) 57 (13%)
			l Always	2 Usually	3 Sometines	4 Seldon	5 Never
4 7 .	Child continually seeks attention, as evidenced by such behaviors as speaking out of thin and making unneressary noises.	Total ED Not ED	30 (58) 15 (78) 15 (48)	54 (8%) 19 (9%) 35 (8%)	123 (19%) 46 (22%) 75 (18%)	273 (428) 77 (368) 193 (458)	169 (26%) 57 (27%) 108 (25%)
		Ve	sry Strong	4 Strong	3 Medium	2 Mild] Weak
•	Extent to which child shows a sense of selfesteem, self-respect, and appreciation of his own worthiness.	Total ED Not ED	79 (128) 20 (98) 57 (138)	253 (39%) 72 (34%) 178 (42%)	:10 (32%) 74 (35%) 134 (31%)	89 (14%) 40 (19%) 48 (11%)	18 (3%) 8 (4%) 9 (2%)

nine pupils were initially misclassified as either ED or not ED. These nine pupils are incorporated only in the Total Sample and not in either of the subsamples reported.

APPENDIX C-3

Posulto it amalyses of Variance and Duncan's Multiple Range Tests with at a non-for Unequal Replications for Entering kindergarten Pupils (1972) on "The Self Esteem Scale" and on "The Kindergarten School Adjustment Scale"

			X and	-
It-m	r	Group ¹	Duncan's Results ²	Standard Deviation
SELF ESTEEM SCALE				
1. Child adapts easily to new situations, feels confortable in new settings, enters easily into new intivities	1.90 n.s.	PCEE P-S Control	3.79 3.78 3.68	.86 .95 .93
<pre> Unld becomes up- set by tailure or other strong dree;</pre>	Zl n.s.	PCEE P-S Control	3.86 3.88 3.85	.94 .86 .96
on Third Sicks much support and re- assurance from his peers or the teacher	1.24 n.5.	PCEE P-S Control	3.73 3.72 3.62	.98 .99 1.03
4. Child continually seeks attention	4.60 p<.025	PCEE P-S Control	4.01 3.76 a,b 3.94	1.01 1.15 1.09
5. Extent to which mild shows a chine of all contacts and	4.78 [0]	PCEE P-3 Control	3.42 3.56 c,d 3.29	.96 1.00 .97
AND THE ARTEN ACADED AD THE TIME ARE CAME				
profit in the weth	8.' :	PCIT. P = . Control	4.0° 3.94 3.91	.9.2 1.01 .98
w. w. Latienson be a difficulting and empartum constants.	1.54 (econ P-3 Control	4.10 3.98 4.02	.96 .97 .93
	(cont'd.)			



APPENDIX C-3 (Cont'a.)

Item	F	Group	X and Duncan's Results ²	Standard Devia t ion
3. Creative use of individual activities	1 n.s.	PCEE P-S Control	3.96 3.93 3.90	.92 .96 .93
4. Signs of behavior- al immaturity	<pre><1 n.s.</pre>	PCEE P-S Control	4.17 4.15 4.15	.96 1.02 .98
5. Signs of behavior- al eccentricity	<1 n.s.	PCEE P-S Con t rol	4.13 4.07 4.11	1.02 1.02 1.07

¹Entering kindergarteners were identified as belonging to one of three groups: PCEE = pupils who had participated in the first project year program (N=679); pupils with preschool experience (N=200); and, Control = pupils with no preschool experience of any kind (N=306).

- a = the PCEE mean was statistically significantly higher than the preschool group mean.
- b = the PCDE mean was statistically significantly higher than the control group mean.
- c = the Preschool mean was statistically significantly higher
 than the PCEE group mean.
- d = the Preschool mean was statistically significantly higher than the control group mean.
- e = the Control group mean was statistically significantly higher than the PCEE group mean.
- f = the Control group mean was statistically significantly
 higher than the preschool group mean.



Results of the Duncan's Multiple Range Tests are given using the following codes:

where the theory of 1000 units behavior (N = 6.5) at the limit of 2000, the transfer (1971) and at the Time with the first lines with the first first first first first first (1972).

MIPEMBIX D-.

			Resularly	l Sometimes	0 Flan Not Yet
	Inild chaps, buttons, and mirs elothing	1371 1977	312 (50%) 485 (82%)	287 (46%) 104 (18%)	25 (4%) 1 3 (1%) 33
	this i mons to the tollet by himself	1971 1972	578 (93 %) 57 7 (97 %)	43 (7%) 16 (3%)	3 (<1%) 1 1 (~1%) 31
٠.	think the man tener	: 371 : 67.2	184 (46%) 361 (60%)	318 (51°) 224 (38%)	22 (4%) 1 2 (<1%) 34
	chilicavi attenti. Erd concentrates well	197. 197.	200 (35%)	387 (62%) 329 (56%)	17 (3%) 1 6 (1%) 36
`.	hild follows simple directions without reminding	1971 1972	255 (41%) 302 (51%)	358 (57%) 287 (48%)	11 (2%) 4 (1%) 32
£.	Thild bello what he wants or reeds	1971 1972	583 (93%) 544 (92%)	40 (7%) 50 (8%)	1 (<1%) 0 (0%) 3
·	Phili takes turns and inared	1971 1972	292 (47%) 362 (61%)	327 (52 %) 230 (39 %)	5 (1%) 3
- .	rilld nomembers rules of mines he rilegs	1971	207 (33%) 335 (57%)	353 (57%) 241 (41%)	64 (10%) 12 (2%) 3
٠.	on the engine most of they	19/1	16 (3%)	487 (78%) 432 (75%)	121 (19%) 138 (22%) 5
	trivi rlayu with a few other children	1 +71 1 972	351 (56%) 338 (59%)	264 (42%) 2 3 5 (41%)	3 (1%) 3 (1%) 4
	Mill r lays with Many emilaren	19 1 19,2	184 (20%) 181 (38%)	354 (57%) 324 (56%)	86 (14%) 37 (6%) 4
	inila selpa with sir- tle numerola joka	1971	331 (53%) 339 (57%)	278 (45%) 249 (42%)	15 (2%) 5 (1%) 3
	The depress in orb- tombourt five r more wint.	1971 1372	572 (91%) 573 (96%)	47 (8%) 20 (3%)	r, (1%) 1 (<1%) 3
		* * · ·	4-3 (FO%) 563 (P5%)	104 (17%)	
٠		•	31,1 (12%)		4 () ()

is noth.

COMMINDIX D-1 (contid.)

	· · · · · ·	- •	Regularly	l .iometimes	0 Blank Not Yet
īr.	'hila tells how 'hin-s are alike Or different	1971 1972	314 (50%) 438 (74%)	266 (43%) 148 (25%)	44 (7 %) 1 - 4 (1%) 35
	Child identifies a few letters of the alymanet	1971	313 (50%) 471 (82%)	173 (284) 83 (144)	13 ⁹ (20%) 1 19 (3%) 50
٧.	Initial identifies many letter of the already	1972	. 98 (33%) 380 (65%)	100 (167) 84 (149)	31: (4,1%) 1 147 (20%) 44
· · ·	this exists als first have correctly	: 371 1977	139 (22%) 421 (71%)	105 (17%) 172 (71%)	350 (61%) 1 47 (8%) 35
·	Child tells his whole hans	1971 1972	472 (76%) 567 (97%)	105 (17%) 16 (3%)	47 (8%) 1 4 (1%) 38
	Onild tells his address	1971 1972	136 (22%) 345 (60%)	193 (31%) 156 (27%)	295 (47%) 1 76 (13%) 48
•	Thild fello mis folephone su rem	19 71 1972	60 (10%) 259 (45%)	74 (12%) 115 (20%)	490 (79%) 1 202 (35%) 49
13.	thill mounts from 1 to 10 pr beyond	1971 1972	466 (75%) 559 (95%)	99 (16%) 25 (4°)	4,9 (95) 1 7 (1%) 3 ⁴
٠.	the transfer of the Entre Hiller manner of the Line	147:	(11 (93%) (79 (98%)	10 (2°) 7 (1°)	(15) L (15) 34
	in in a maring ording ardinamai	+977. 1970	601 (974) 578 (987)	23 (4ª) 13 (22%)	0 (0°) 1 1 (<1°) 33
٠.	nili pland or mardn- o in ring to music		398 (644) 450 (76%)	196 (31%) 129 (22%)	20 (5%) 1 11 (2%) 35
´7.	Chila used Goidsond with control	1971 1972	214 (34%) 391 (66%)		121 (19%) 1 15 (3%) 36
			ofter.	l Unce in a While	0 Blank Not a: 11
~ .	ini i na innari Wini kaning		71 (10%) 12 (9%)		(4.23) .: (4.33) 46
•	Alternative Market		; ' ' ')	9) (1) (1) +, (1) (1)	· (****) 3
			Company of the State of the Sta		

Committee

ATTEMBIA D-1 (contid.)

) 111 (18%)	504 (81%) 3
) 103 (18%)	474 (82%) 45
) 29% (48%)	219 (35%) 3
) 228 (40%)	203 (54%) 48
•	
) 173 (28%)	335 (54%) 3
120 (21%)	395 (69%) 50
) 219 (35%)	386 (62 %) 3
130 (22%)	440 (76%) 45
) 176 (28%)	434 (70%) 3
) 137 (24%)	435 (75%) 46
) 59 (9%)	478 (77°) 2
54 (9%)	475 (82°) 45
) 198 (32%)	369 (59%) 3
) 136 (24%)	420 (73%) 47
) 185 (30%)	429 (697) 2
) 146 (25%)	429 (748) 47
328 (53%)	267 (43%) 2
230 (40%)	338 (58%) 44
) 403 (65%)	182 (29%) 2
312 (54%)	242 (42%) #2
) 280 (45%)	332 (534) 2
) 23 5 (41%)	337 (58%) 46
) 251 (40%)	364 (59 %) 3
102 (21%)	450 (79 %) 41
129 (21%)	1-1 (70%) 2
72 (12%)	1-3 (3%) 45
165 (.7%)	4 · (197) 3
73 (13%)	4 · (197) 40
	130 (22%) 176 (28%) 176 (28%) 137 (24%) 59 (9%) 54 (9%) 198 (32%) 136 (24%) 136 (24%) 1385 (30%) 146 (25%) 328 (53%) 230 (40%) 403 (65%) 312 (54%) 280 (45%)

(cont'd.)



AIPENDIX D-1 (cont'd.)

			Regularly	l Soretimes	Not Yet	Flank
٠٠.	Mill of rest t	1972 1972	360 (58%) 333 (57%)	252 (40%) 248 (42%)	11 (2%) 6 (1%)	
45.	Child moes to library	1971 1972	240 (39%) 160 (27%)	183 (29%) 272 (46%)	199 (32%) 158 (27%)	3 35
	inili watone. Desame Tireet	1971 1972	335 (54%) 339 (58%)	241 (39%) 222 (38 %)	46 (7 %) 8 (5 %)	
·./.	inild trace trind utolde the the control to the con	1971	385 (62 %) 334 (57 %)	220 (35%) 239 (41%)	1 / (3%) 1 / (3%)	3 36



Initial Parent Ratings of Pupils' Behavior on the Items of "My Preschool Child" Made Prior to Entry into the PCEE Program in the Fall, 1972

	<u>Item</u>		2 Regularly	l Sometimes	0 Blank Not Yet
1.	child dresses himself	Total* H NH	428 (61%) 184 (58%) 244 (65%)	253 (36%) 123 (38%) 130 (35%)	15 (2%) 14 13 (4%) 5 2 (1%) 9
2.	Child buttons, snaps, and zips his clothing	Total H NH	358 (51%) 146 (46%) 212 (56%)	307 (44%) 154 (48%) 153 (41%)	31 (4%) 14 20 (6%) 5 11 (3%) 9
3.	Child goes to the toilet by himself	Total H NH	653 (94%) 294 (92%) 359 (95%)	42 (6%) 25 (8%) 17 (5%)	1 (<1%) 14 1 (<1%) 5 0 (0%) 9
4.	Child pays attention and concentrates well	Total H NH	261 (38%) 91 (28%) 170 (45%)	425 (61%) 222 (69%) 203 (54%)	10 (1%) 14 7 (2%) 5 3 (1%) 9
5.	Child follows simple directions without remanding	Total H NH	277 (40%) 108 (34%) 169 (45%)	408 (59%) 204 (64%) 204 (54%)	10 (1%) 15 8 (2%) 5 2 (1%) 10
6.	Child tells what he wants or needs	Total H NH	646 (93%) 292 (91%) 354 (94%)	46 (7%) 25 (2%) 21 (6%)	4 (1%) 14 3 (1%) 5 1 (<1%) 9
7.	Child helps with simple household jobs	Total H NH	343 (49%) 148 (46%) 195 (52%)	345 (50%) 168 (52%) 177 (47%)	7 (1%) 15 3 (1%) 6 4 (1%) 9
8.	Child takes turns and shares with other children	Total H NH	311 (45%) 117 (37%) 194 (52%)	382 (55%) 200 (62%) 182 (48%)	3 (<1%) 14 3 (1%) 5 0 (0%) 9
Э.	Child takes good care of things he uses	Total H NH	311 (45%) 124 (39%) 187 (50%)	357 (51%) 174 (54%) 183 (48%)	28 (4%) 14 22 (7%) 5 6 (2%) 9
10.	Child prefers to play, alone	Total H NH	28 (4%) 19 (6%) 9 (2%)	522 (75%) 232 (72%) 290 (77%)	145 (21%) 15 69 (22%) 5 76 (20%) 10



APPENDIX D-2 (Continued)

	Item		, 2 Regularly	l Sometimes	0 Not Yet	Blank
11.	Child plays with a few children	Total H NH	399 (57%) 182 (57%) 217 (58%)	286 (41%) 131 (41%) 155 (41%)	11 (28) 7 (28) 4 (18)	14 5 9
12.	Child plays with many children	Total H NH	215 (31%) 102 (32%) 113 (30%)	386 (55%) 174 (54%) 212 (56%)	95 (14%) 44 (14%) 51 (14%)	14 5 9
13.	Child remembers rules of games he plays	Total H NH	242 (35%) 88 (28%) 154 (41%)	385 (55%) 183 (57%) 202 (54%)	69 (10%) 49 (15%) 20 (5%)	14 5 9
14.	Child speaks in sentences of five words or more	Total H NH	654 (94%) 291 (91%) 363 (97%)	37 (5%) 24 (8%) 13 (3%)	5 (1%) 5 (2%) 0 (0%)	14 5 9
15.	Child tells a simple story	Total H NH	428 (61%) 170 (53%) 258 (69%)	214 (31%) 111 (35%) 103 (27%)	54 (8%) 39 (12%) 15 (4%)	
16.	Child identifies six or more colors	Total H NH	484 (69%) 196 (61%) 288 (77%)	122 (18%) 68 (21%) 54 (14%)	91 (13%) 57 (18%) 34 (9%)	4
17.	Child recites rhymes, sings songs	Total H NH	375 (54%) 139 (43%) 236 (63%)	276 (40%) 151 (47%) 125 (33%)	46 (7%) 31 (10%) 15 (4%)	4
18.	Child tells how things are alike or different	Total H NH	367 (53%) 149 (46%) 218 (58%)	288 (41%) 140 (44%) 148 (39%)	42 (6%) 32 (10%) 10 (3%)	9
19.	Child identifies a few letters of the alphabet	Total H NH	398 (57%) 156 (49%) 242 (64%)	187 (27%) 95 (30%) 92 (24%)	112 (16%) 70 (22%) 42 (11%)	4
29.	Child identifies many letters of the alphabet	Total H NH	248 (36%) 96 (30%) 152 (40%)	138 (20%) 59 (18%) 79 (21%)	311 (45%) 166 (52%) 145 (39%)	4
21.	Child prints his first name correctly	Total H NH	187 (27%) 66 (21%) 121 (32%)	114 (16%) 48 (15%) 66 (18%)	396 (57%) 207 (64%) 189 (50%)	4
22.	Child tells his whole name	Total H NH	548 (79%) 233 (73%) 315 (84%)	100 (14%) 58 (18%) 42 (11%)	49 (78) 30 (98) 19 (58)) 4



APPENDIX D-2 (Continued)

	Item		2 Regularly	l Sometimes	0 Blank Not Yet
23.	Child tells his address	Total H NH	173 (25%) 77 (24%) '96 (26%)	194 (28%) 72 (22%) 122 (32%)	330 (47%) 13 172 (54%) 4 158 (42%) 9
24.	Child tells his telephone number	Total H NH	89 (13%) 33 (10%) 56 (15%)	79 (11%) 32 (10%) 47 (12%)	529 (76%) 13 256 (80%) 4 273 (73%) 9
25.	Child counts from one to ten or beyond	Total H NH	531 (76%) 221 (69%) 310 (82%)	110 (16%) 59 (18%) 51 (14%)	56 (8%) 13 41 (13%) 4 15 (4%) 9
26.	Child recognizes numerals 1 to 10	Total H NH	269 (39%) 107 (33%) 162 (43%)	230 (33%) 99 (31%) 131 (35%)	193 (28%) 13 115 (36%) 4 83 (22%) 9
27.	Child tells "how many" in a group of objects	Total H NH	398 (57%) 156 (49%) 242 (64%)	244 (35%) 127 (40%) 117 (31%)	55 (8%) 13 38 (12%) 4 17 (5%) 9
28.	Child identifies basic shapes: circle, square, triangle, rectangle	Total H NH	288 (41%) 111 (35%) 177 (47%)	277 (40%) 138 (43%) 139 (37%)	132 (19%) 13 72 (22%) 4 60 (16%) 9
29.	Child throws and catches a ball	Total H NH	423 (61%) 189 (59%) 234 (62%)	259 (37%) 121 (38%) 138 (37%)	15 (2%) 13 11 (3%) 4 4 (1%) 9
36.	Child can ride a tricycle or bicycle	Total H NH	675 (97%) 308 (96%) 367 (98%)	19 (3%) 10 (3%) 9 (2%)	3 (<1%) 13 3 (1%) 4 0 (0%) 9
31.	Child runs, hops, and jumps	Total H NH	661 (95%) 296 (92%) 365 (97%)		3 (<1%) 13 2 (1%) 4 1 (<1%) 9
32.	Child claps or marches in time to music	Total H NH	466 (67%) 192 (60%) 274 (73%)	198 (28%) 108 (34%) 90 (24%)	
33.	Child uses crayons with control	Total H NH	403 (58%) 163 (51%) 240 (64%)	232 (33%) 114 (36%) 118 (31%)	62 (9%) 13 44 (14%) 4 13 (5%) 9
74.	Chillises iv is with mrtrol	Total H NH	252 (36*) 99 (31%) 153 (41*)		151 (22%) 13 98 (31%) 4 53 (14%) 9



APPENDIX D-2 (Continued)

	Item		2 Regularly	1 Sometimes	0 Not Yet	Blank
35.	Child works a puzzle of 10 or more pieces	Total H NH	378 (54%) 153 (48%) 225 (60%)	207 (30%) 101 (31%) 106 (28%)	112 (16%) 67 (21%) 45 (12%)	13 4 9
36.	Child enjoys looking at books	Total H NH	612 (88%) 271 (84%) 341 (91%)	81 (12%) 46 (14%) 35 (9%)	4 (1%) 4 (1%) 0 (0%)	13 4 9
37.	Child listens to stories and music	Total H NH	598 (86%) 261 (81%) 337 (90%)	95 (14%) 57 (18%) 38 (10%)	4 (1%) 3 (1%) 1 (<1%)	13 4 9
38.	Child is read to	Total H NH	428 (62%) 184 (58%) 244 (65%)	261 (38%) 129 (41%) 132 (35%)	5 (1%) 5 (2%) 0 (0%)	16 7 9
39.	Child uses paint	Total H NH	254 (36%) 111 (35%) 143 (38%)	290 (42%) 132 (41%) 158 (42%)	77 (24%)	14 5 9
40.	Child uses playdoh or clay	Total H NH	321 (46%) 144 (45%) 177 (47%)	326 (47%) 142 (44%) 184 (49%)		
41.	Child uses scissors	Total H NH	323 (46%) 141 (44%) 182 (48%)	290 (42%) 124 (39%) 166 (44%)	83 (12%) 55 (17%) 28 (7%)	
42.	Child uses crayons	Total H NH	533 (77%) 231 (72%) 302 (80%)	156 (22%) 82 (26%) 74 (20%)	7 (1%) 7 (2%) 0 (0%)	14 5 9
43.	Child has visited the zoo	Total H NH	293 (42%) 137 (43%) 156 (41%)	373 (54%) 166 (52%) 207 (55%)	30 (4%) 17 (5%) 13 (3%)	14 5 9
44.	Child has been to the library	Total H NH	253 (36%) 100 (31%) 153 (41%)	230 (33%) 101 (32%) 129 (34%)		14 5 9
45.	Child has taken trips outside the community	Total H NH	418 (60%) 187 (58%) 231 (61%)	246 (35%) 112 (35%) 134 (36%)	21 (7%)	
46.	Child attends or has attended Nursery School, Headstart, Sunday School	Total. H hn	298 (43%) 123 (38%) 175 (47%)	79 (11%) 40 (12%) 39 (10%)	157 (49%)	14 5 9
	•		Continued			



APPENDIX D-2 (Continued)

	Item		2 Regularly	1 Sometimes	0 Not Yet	Blank
47.	Child watches Sesame Street	Total H NH	396 (57%) 166 (52%) 230 (61%)	243 (35%) 120 (38%) 123 (33%)	57 (8%) 34 (11%) 23 (6%)	14 •5 9
			2 Often	l Once in a while	0 Not at all	Blank
48.	Child has trouble with eating (too much or too little)	Total H NH ED	81 (12%) 37 (12%) 44 (12%) 32 (14%)	321 (46%) 168 (52%) 153 (41%) 123 (53%)	295 (42%) 116 (36%) 179 (48%) 78 (33%)	13 4 9 2
49.	Child has trouble with sleeping (too much or too little)	Total H NH ED	21 (3%) 19 (6%) 2 (1%) 19 (8%)	158 (23%) 92 (29%) 66 (18%) 75 (32%)	518 (74%) 210 (65%) 308 (82%) 139 (60%)	13 4 9 2
50.	Child has trouble with stomach ir-regularities	Total H NH ED	9 (1%) 6 (2%) 3 (1%) 5 (2%)	116 (17%) 69 (21%) 47 (12%) 55 (24%)	572 (82%) 246 (77%) 326 (87%) 173 (74%)	4 9
51.	Child has trouble with getting along with other children	Total H NH ED	67 (10%) 54 (17%) 13 (3%) 46 (20%)	341 (49%) 175 (55%) 166 (44%) 139 (60%)	289 (41%) 92 (29%) 197 (52%) 48 (21%)	4 9
52.	Child has trouble with getting along with adults	Total H NH ED ,	73 (10%) 61 (19%) 12 (3%) 50 (21%)	213 (31%) 130 (40%) 83 (22%) 105 (45%)	411 (59%) 130 (40%) 281 (75%) 78 (33%)	4 .
53.	Child has trouble with unusual fears	Total H NH ED	25 (4%) 17 (5%) 8 (2%) 16 (7%)	233 (33%) 125 (39%) 108 (29%) 99 (42%)	179 (56%)	4 9
54.	Child has trouble with nervousness	Total H NH ED	23 (3%) 23 (7%) 0 (0%) 22 (9%)	178 (26%) 98 (31%) 30 (21%) 81 (35%)	496 (71%) 200 (62%) 296 (79%) 130 (56%)	4 9
55.	Child has trouble with thumbsucking	Total H NH ED	89 (13%) 55 (17%) 34 (-9%) 49 (21%)	53 (8%) 22 (7%) 31 (8%) 16 (7%)	311 (83%)	4 9

Continued



APPENDIX D-2 (Continued)

			2	1	0	Blank
	Item		Often	Once in a while	Not at all	
56.	Child has trouble with overactivity	Total II NH ED	48 (7%) 43 (13%) 5 (1%) 41 (18%)	192 (28%) 99 (31%) 93 (25%) 78 (33%)	457 (66% 179 (56% 278 (74% 114 (49%) 4) 9
57.	Child has trouble with sex	Total H NH ED	1 (<1%) 1 (_1%) 0 (0%) 1 (1%)	38 (5%) 27 (8%) 11 (3%) 22 (9%)	658 (94% 293 (91% 365 (97% 210 (90%) 4 '
58.	Child has trouble with daydreaming	Total H NH ED	9 (1%) 6 (2%) 3 (1%) 5 (2%)	196 (28%) 107 (33%) 89 (21%) 85 (36%)	492 (71% 208 (65% 284 (76% 143 (61%) 4) 9
59.	Child has trouble with temper tantrums	Total H NH ED	32 (5%) 27 (8%) 5 (1%) 27 (12%)	361 (52%) 191 (60%) 170 (45%) 146 (63%)	304 (44% 103 (32% 201 (53% 60 (26%) <u>4</u>) 9
60.	Child has trouble with crying	Total H NH ED	44 (6%) 33 (10%) 11 (3%) 32 (14%)	406 (58%) 200 (62%) 206 (55%) 151 (65%)	247 (35% 88 (27% 159 (42% 50 (21%) 4) 9
61.	Child has trouble with lying	Total H NH ED	8 (1%) 6 (2%) 2 (1%) 6 (3%)	287 (41%) 152 (47%) 135 (36%) 120 (52%)	402 (58% 163 (51% 239 (64% 107 (46%) 4) 9
62.	Child has trouble with stealing	Total H NH ED	2 (41%) 2 (1%) 0 (0%) 2 (1%)	30 (4%) 21 (7%) 9 (2%) 17 (7%)	665 (95% 298 (93% 367 (98% 214 (92%) 4) 9
63.	Child has trouble with tearing and breaking things	Total H NH ED	12 (2%) 9 (3%) 3 (1%) 9 (4%)	244 (35%) 148 (46%) 96 (26%) 111 (48%)	441 (678 164 (518 277 (748 113 (488) 4
64.	Child has trouble with wetting	Total H NH ED	41 (6°) 37 (12%) 4 (1%) 36 (15%)	146 (213) 77 (248) 69 (188) 63 (278)	509 (73% 207 (64% 302 (80% 134 (58%) 4) 10
65.	Child has trouble with speech	Total H NH ED	72 (10%) 52 (16%) 20 (5%) 38 (16%)	150 (22%) 38 (27%) 62 (16%) 69 (30%)	475 (68% 181 (56% 294 (78% 126 (54%) 4) 9



^{*}Total represents 710 pupils evaluated.
H represents 325 pupils rated as having special problems or handicaps.

NH

represents 385 pupils rated as having no handicap. represents 235 pupils rated as having emotional problems. LD

APPENDIX E

Ping Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on "Introducing My Kindergarten Child"

			X and	
			Duncan's	Standard
1 1 4 10	n	Groupl	Results ²	Deviation
Child dresses self:		PCEE	1.76	.47
112Ve3	<pre>41 n.s.</pre>	P-S	1.78	.47
-		Control	1.73	.50
Pulld dresses self:		PCEE	1.90	.32
- it, gacket, or	5.63 p ∢ .005	P-S	1.92 b,d	
wort t		Control	1.82	.42
mill aresses self:		PCEE	1.59	.61
r · · ·	41 n.s.	P-S	1.59	.61
		Control	1.59	.62
ili buttons, shaps,		PCEE	1.81	.40
and Lips clothing	2.86 n s.	P-S	1.81	.41
•		Control	1.74	.47
illi ties ander		PCEE	1.17	.90
l ⊸s or bows	i.61 n.s.	P-S	1.28	.87
		Control	1.14	.90
The last supply to the state.		-CEE	1.97	.18
	4 .	P-S	1.95	.12
		Control	1.98	.17
15th		PCEE	1.61	.49
	41	F - C	1. 7	.52
•	,	Control	1.09	.52
		1.1.	1.42	.52
* # # · *	1	1,-()	1.51	.53
	:	Control	1.42	.52
	1	11 77 },	1.51	.51
The state of with the	1	;		.54
		Control	1.48	.53
		rvit	1.3:	.29
+ + + + + + + + + + + + + + + + + + + +	4	i -'.	40	.30
	***	Contr 1	1.01	. 33
	Į į	* E ** *	1.67	.50
	·	Tr = ,-,		.50
•		Tout 1	1. 1	.50
	, , ,			

ERIC Full Text Provided by ERIC

APPINDAR I (Contid.)

'aranl	ī.		Group ¹	X and Duncan's Results ²	Standard Deviation
Child expresses feelings in act public ways	4 1	n.s.	PCEE P-S Control	1.63 1.58 1.64	.51 .51 .50
Child shows leader- ship in organizing games	< 1	п.ь.	PCEE P-S Control	1.16 1.23 1.17	.60 .66 .62
Child remembers rules of games ne blays	3.95	p <. 025	PCEE P-S Control	1.55 1.58 b,d 1.45	.54 .58 .60
Child finishes a game even if he is losing	« 1	n.s.	PCEE P-S Control	1.39 1.40 1.39	.58 .61 .60
Child prefers to play clone	. <1	n.s.	PCFE P-S Control	.81 .84- 85	.46 .46 .46
inlighay; with a consider	: • 1	n.s.	PCEE P-S Control	.58 1.60 1.56	.50 .51 .53
Child plays with many children	~ 1	n.s.	PCFE P-S Control	1.31 1.35 1.31	.59 .58 .63
inild molps with imple household gobs	: < 1	n.s.	PCEE P-S Control	1.55 1.51 1.53	.52 .56 .52
crila finismis a tuck	< 1	n.s.	PCEE P-S Control		.53 .53 .53
Dank spear of bor mark word:	3.31	p <. 05	PCEE F-3 Control	2.00 c,d	
Miltonolt of Prymer, Miltonomia	1 10.55	p 4. 305	FCEE F-S Control	1.70 1.81 b,c, 1.59	.46
Mark of Marin Norman Colors	21.04	p 4. 005	PCEE P-F Control	1.93 1.98 ,d 1.9)	.29 .14 .50

whit'd.)

Artindix v (contid.)

			X and Duncan's,	Standard
/ar.able	; ·	Group ^l	Results ²	Deviation
Child tells events of a scory or expression	c l3.	PCEF P-3 Control	1.82 1.61 1.3	.41 .42 .46
Child tells his with hame	6.87 p <. 005	PCDL P-S Control	1.7° 1.89° 3,9 1.88	.24 .38 .40
tild till mis Firms	3.70	eCEF P-3 Control		.72 .76 .77
illu tella nis telesione number	<. n.s.	PCEE P-S Control	1.10 1.05 .96	.89 .92 .91
Ch.ld toll now things are alike or different	3.96 p < .025	PCEE P-S Control	1.73 1.78 d 1.65	.46 .43 .55
hald identifies a ew litters of the uphrost	3.48 p ∢ .005	PCEL P-3 Contro	1.79 1.81 t.,d 1.64	.48 .42 .62
In the protestion of the contract of the contr	11 76 p <. 00 ⁻	PCEE r-S Control	1.44 1.54.,: 1.11	.81 .73 .90
m la male mpl enten e	. 6.43 p <. ∪53.	rcus i-3 concipl	.23 .27 n,d .09	.56 .60 .31
Mulis Amna from 1 to 10 or Alyona	1.71 n	PCEE P-S Control	1.93 1.90 1.89	.30 .39 .38
::111 + dogmiz	25.22 : <. .035	PCFU P-S Jontrol	1.73 p., i 1.44	.53 .57 .74
	17.53 . 4.71	- -,-	i.f.' 1. // 1., (1.34	
	that take			



Trem.Dix r (Cont'd.)

.rrabl.	;	Group 1	X and Duncan's Results ²	Standard Deviation
inild runs, nops,	1.63 n.s.	PCEE P-S Control	1.98 1.99 1.96	.16 .10 .21
Child can ride a tricycle or	ì.21 n.s.	PCEE P-S Control	1.97 1.99 1.98	.21 .07 .17
in li alma and tones a bill	1.47 h.s.	PCDE P-S Control	1.65 1.58 1.62	.51 .53 .52
The foliage of a community of the commun	1.15 7.5.	PCJE P-S Control	1.75 1.74 1.70	.47 .46 .55
huld skipu	(l n.s.	PCEL P-S Control	1.57 1.58 1.57	.70 .71 .70
initi works a pazzil of 12 or more pages	10.95 p <. 005	PCEE P-S Control	1.70 1.66 b,d 1.51	.51 .59 .66
ining as structure indipaint with control	2.77 n.s.	PCEE p-0 C ntrol	1.73 1.78 1.63	.49 .46 .52
a. Pasts P. Drors w.t. matrol	3.49 p <. ∂ɔ	PCDE P-C Control	1.54 1.63, 1 1.53	.53 .58 .65
oly part and mater or in lineary.		PCEE P-S Control	1.61 1.59 b,d 1.38	.59 .75 .73
Tilitrint /2 firit fam filitri	24.22 p <. 005			.64 ,d .75 .80
tilliget to d volume renti	0.33 p ∢ .005	P-3 Control		
,				

('61,* 1.)

APPLNDIX E (Cont'd)

arrapl	Ţ,		Groupl	X and Duncan's Results ²	Standard Deviation
Child has had trouble with eating (too much or too little)	4 1	n.s.	PCEE P-S Control	•56 •51 •59	.65 .65 .68
Child has had trouble with sleeping (too nuch or too little)	4 1	n.s.	PCTE P-S Control	.20 .21 .24	.45 .44 .47
Chill has had trouble with stomach irrora-	< 1	1.5.	PCEE P+S Control	.18 .21 .22	.41 .40 .43
thill no hill trouble contains along with children	2.22	n.5.	PCEE P-S Control	51 .56 .69	.68 .66 .72
Thild has had trouble getting along with audits	~ 1	n.s.	PCEE P-S Control	.43 .42 .50	.70 .67 .76
Thile has had trouble with unusual fears	1.34	n.s.	PCEE 2-S Control	.27 .34 .28	.53 .52 .49
Inite has had trouble parts he ryoushes:	4.02	p 4. 025	PCEE P-S Control	.26 .33 4 .36	.47 .56 .56
in the find trouble with the themselves and the second section of the section of the section	4.36	p <. 025	PCFE P-S Control	.27 .29 b,d	.61 .66 .46
n.i trouble .tn / rectivity		p «. 025	PCLE P-S Control	. 4 . . 4 0	.54 .60 .63
mili in had trouble with digin arms	~ 1	ŋ.s.	PCEE P+8 Control	.26 .28 .29	.45 .49 .49
in .: .s hai trouble temper tantrums	< 1	n.s.	PCEE P-3 Control	.45 .41 .46	.54 .55 .57

(Cont'd.)



APPENDIX E (Cont'd.)

1				X and	Standard
Variable	· ·		Group ¹	Duncan's Results ²	Deviation
Child has had trouble with orying	4 1	n.s.	PCEE P-S Control	.64 .62 .67	.57 .59 .53
Child has ad trouble with lying	~ 1	n.s.	PCEE P-S Control	.42 .44 .40	.52 .52 .49
Could has had prouble with training or breaking things	1.54	n.;.	PCEE P-S Control	.22 .24 .28	.42 .46 .45
<pre>in.ld n.w nad trouble; with wetling</pre>	1.50	n.s.	PCEE P-S Control	.21 .20 .15	.51 .46 .41
Child has had trouble with speech	<1	n.s.	PCEE P-S Control	.24 .23 .29	.54 .53 .60
Unild is read to	5.98	p 4. 005	PCDD P-S Control	1.56 1.55 b,d 1.43	.52 1 .51 .53
Child Engoys music	! ~ 1	n.s.	PCEE P-S Control	1.78 1.76 1.77	.43 .44 .45
onild goes to the library	14.89	p <. 005	PCEE P-S Control	.99 .96 b,d .70	.74 .73 .74
Child watches "Se- Jame Street"	1.56	n.s.	PCEE P-S Control	1.51	,59 .63 .67
Child goss snopping, wisits interesting people and places in community	7.32	2 p <. 005	PCEE P-S Control	1.59 1.61 b,d 1.45	.52 .54 .60
Crild takes trips Jutside community	4.40	p 4. 025	PCEE P-S Control	1.54 1.58 b,d 1.44	.55 d .58 .59

(Cont'd.)



APPENDIX F (Cont'd.)

Entering kindergarteners were identified as belonging to one of three groups: PCEE = pupils who had participated in the first project year program (N=649); pupils with Pre-School Experience (N=201); and, Control = pupils with no preschool experience of any kind (N=267).

²Results of the Duncan's Multiple Range Tests are given in the following codes:

- a = the PCEE mean was statistically significantly higher
 than the preschool group mean.
- b = the PCEE mean was statistically significantly higher than the control group mean.
- c = the Preschool mean was statistically significantly higher than the PCEE group mean.
- d = the Preschool mean was statistically significantly higher than the control group mean.
- e = the Control group mean was statistically significantly higher than the PCEE group mean.
- f = the Control group mean was statistically significantly nigher than the preschool group mean.



APPENDIX F

Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on the Screening Test of Academic Readiness

	·				
Variable		ř.	Group ¹	X and Duncan's Results ²	Standard Deviation
STAR I	Picture Vocabulary	13.63 p<.005	PCEE P-S Control	9.72 9.78 b,d 8.94	2.13 2.46 2.43
II	Letters	27.87 p<.005	PCEE P-S Control	6.41 6.34 b,d 5.08	2.49 2.56 2.99
. III	Picture Completion	3.69 p<.05	PCEE P-S Control	4.57 4.61 b,d 4.29	1.60 1.68 1.67
17	Соругиз	1.85 n.s.	PCEE P-S Control	2.91 3.02 2.79	1.34 1.44 1.32
· v	Picture Description	16.34 p<.005	PCEF P-S Control	6.18 5.83 b,d 5.49	1.76 1.87 1.79
VI	Human Fig- ure Draw- ing	16.29 p<.005	PCEE P-S Control	9.81 9.22 a,b, 8.53	3.13 d 3.42 3.44
VII	Relation= ships	10.89 p<.005	PCEE P-S Control	6.73 6.48 a,b	1.39 1.72 1.54

(cont 'd.)



APPENDIX F (Cont'd.)

Variable	n.'	Group 1	,	Standard Deviation
VIII Numbers	20.78 p<.005	PCEE P-S Control	8.69 8.78 b,d 7.04	3.71 4.05 4.12
TOTAL	31.68 p<.005	PCEE P-S Control	54.98 53.97 a,b,o 48.23	11.40 1 13.49 13.68

Entering kindergarteners were identified as belonging to one of three groups: 2000 - pupils who had participated in the first project year program (N = 681); pupils with Pre-School experience (N = 200) · and, Control = pupils with no preschool experience of any kind (N = 302).

- tre PCEE mean was statistically significantly higher than the preschool group mean.
- p = the PCEE mean was statistically significantly higher than the control group mean.
- the Preschool mean was statistically significantly higher than the PCEE group mean.
- the Preschool mean was statistically significantly higher than the control group mean.
- e = the Control group mean was statistically significantly higher than the PCDE group mean.
- f = the Control group mean was statistically significantly higher than the preschool group mean.



²Results of the Duncan's Multiple Range Tests are given using the following codes:

APPENDIX G-1

	* * *	19e ut.	<u> </u>	. * 4n. 44. f 4 1 VI 4* 1 Y
	1.14.	-4.57 		**************************************
		•	7+.4 (4+.5 4+.5	
	;		· ··	· · · · · · · · · · · · · · · · · · ·
		7.7. 7.7. 2.7.	.37 61.45 22.07	1.77 1.45 3.57
·			171.8 117.17 173.13	17.4

^{*}Ther were 540 mays and 509 mirls in this sample.



APPENDIX G-2

Percentile Bank Equivalents for the Form A Stanford Early School Assievement Past, Level I Subtests Based on the Results of Pupil Entering First Grade in Fall, 1972 (N=1054)

ಷ# ಎ0೦೯೦	200. Styd. & Science	Matn.	Letters and Sounds	Aural Comprehension
or lesc	1	- 1	41	< 1
or less	_	, ,	1	41
9 10	1	1	1	1
10	· <u>*</u> .		1 2	
11	' <u> </u>	1	, 2	1
12	·	1	2 2 3 5 7	1
1 }	, <u> </u>	1	; 3	2
∡ →	()	2	5	1 4
* /	: (1	3	; 7	4
	, <u>-</u>	€	5	. 7
7	· •	2000	; 10	10
7	· 1	1	13	. 14
	-	14		13
• .	· -	13	15 13	25
, •	' i .	24	21	33
<u> </u>	}	31	ا <u>کا</u>	43
- (<u>.</u>	<u>5 1</u>	28	55
2.5	* <u>+</u>	33	20	1 (7
2.4	2 2	49	15	67
<i>د</i> ک	. 2	6 0	37 46	78 87
25	. 5	73	46	87
27	-	56	62	94
2	• 	73 56 96	62 86	95
23	. 5 7			
- <u>۲</u>	. 7		1	•
3.	;		į	
	1 2			•
<u> </u>	13		į	
3 %	25		† E	1
	22			i i
	25 32 41		•	1
* *	4 1			
, ⁷	7-			
ာ့ ၁	1 64			i t
11	77 ;		•	
4 ,	- 7		; }	
			1	1
-	i ,		·	
* ,	,		Special Control of the Control of th	<u> </u>

· m · · · · ·				
Andrews Constitution	42 30.02 50.67	23 23.25 24.13	24 24.30 26.3	28 22.16 22.60
** ye * ye	* · ·	37	4.57	3.1€
1-1 1 * . 2 21	.71	. 7 -)	. ^۲ त	, fo i
1) 4 • dw	1 46	: . (.)	2.1:



APPENDIX G-3

In the Lagrangian Levelspea for Entering First Grade Papirs Using Lagrangian to the Lagrangian Lagrangian First Grade Misses Within the Lagrangian transfer of Early Level I and Lagrangian Lagrangian Level I

 THE STATE	ir romnulle Tank runge <mark>*</mark>	Raw Score	Percentile Rank	Percentile Rank Range
	1-22-75-77-85-0123-4579-13-7-1-22-7-123-4579-13-7-123-7-123-444	97 93 90 101 102 103 104 105 107 106 107 107 118 118 118 119 121 123 124 17 17 18	21 23 25 27 29 33 35 40 40 40 50 66 66 70 81 88 99 99 99 99 99 99 99 99 99 99 99 99	16-29 17-31 19-33 20-35 21-37 21-37 23-46

^{***} row itals runs random were calculated using the Standard Drror of were are ment (Sim = 3.98) from the results of this sample (KR $_{21}$ = .91).

Total marker of items in test is 126.



New Arc Norms Developed for Use with the Northwestern Syntax Screening Test in the PCEE Program

APPENDIX H

Express Score Language	
or lower 1.11	1
11 2.1	
12 2.3	
13 2.5	
14 2.7	
15 2.9	2
16 2.11	2
17 3.1	
18 3.3	
19 3.6	
20 3.8	
21 3.10	
22 4.0	
23 4.2	
24 4.4	
25 4.6	
26 4.10	
27 5.0	
28 5.3	
29 5.6	
30 5.10	
31 6.0	
32 6.3	6
33 6.6	6
34 6.10	6
35 7.0	7
36 7.3	
37 7.6	
38 7.9	
40 8.1	8
	39 40



APPENDIX I

1

Initial and Final Teacher Ratings of a Sample of Parents' Performance in Saturday School (N=172)

Andreas Andreas Andreas Andreas and Andreas An

Item			Ratings	sbi	!				and the control of th	*
		Yes			Ç.				Blank	
l. On time for planning session	Initial Final	147 ((91%)		14	(9·) (12%)			യ ഹ	
, 1	The second secon	£2.		4	3		2		p-4	Blank
2. Willing vs. reluctant to participate	Initial Final	137 (718 106 (638	5) 24	(15%) (18%)	16	(10%)	6 (48 7 (48	G (2	1 (<18) 6 (48)	8 4
3. Used appropriate vs. inappropripriate vs. teaching techniques	Taitial Final	80 (50% 101 (60%	s) 43 s) 41	(27%) (24%)	23	(20%)	5 (3% 3 (2%		(%O) (%O) O	11
4. Used positive vs. negative reinforcement	Initial Final	77 (489 106 (639	8) 52 8) 40	(3 ; 8) (248)	25	(16%) (12%)	6 (4% 2 (1%	((((((((((((((((((((1 (4 1%) (0%)	11
5. Accomplished v. did not accomplish the task assigned	Initial Final	92 (57§ 111 (66§	8) 46 8) 37	(28%)	1 8 7 8	(11%) (11%)	6 (48 2 (18	()	(%0) (%) 0	10

^{*}Numbers above columns each refer to a point on a five-point scale measuring a presumably continuous dimension.



APPENDIX J-1

A Surmary of Teachers' Ratings of PCEE Pupils' Skill Development (N = 680)

	Achieved as cf January	Achieved as cf June	Not yet achieved	Blank
Personal and Social Development 1. Child takes turns and s ares	445 (65%)	191 (28%)	44 (6%)	0
2. Child expresses feelings in acceptable ways	404 (59%)	190 (28%)	86 (13%)	0
3. Child consistently completes a task	299 (44%)	261 (38%)	120 (18%)	0
4. Child shows self confidence in trying out new activities	313 (46%)	265 (39 e)	102 (15%)	0
Language Development 1. Child speaks in senten- ces of 5 or more words	641 (54%)	31 (5%)	8 (1%)	0
2. Child articulates clearly	558 (82%)	44 (6 %)	78 (11%)	0
3. Child tells his whole name	603 (89%)	70 (10%)	7 (1%)	0
4. Child touches and names parts of the body	576 (85%)	91 (13%)	13 (2%)	0
 Child describes objects as to size, weight, texture 	151 (22%)	415 (61%)	113 (17%)	1
6. Child tells how things are alike or different as to size, shape, color, etc.	105 (15%)	425 (62%)	150 (22%)	0
7. Child tollows a series of two or more directions	252 (37*)	344 (51%)	83 (12%)	1
a. Child identifies a few letters of the alpha- bet	271 (40%)	367 (54%)	42 (69)	0
	Continued			

ERIC

APPENDIX J-1 (Continued)

-==		Achieved as	Achieved as	Not yet	
		of January	of June	achieved	Blank
9.	Child identifies many letters of the alpha-bet	132 (19%)	329 (48%)	219 (32%)	0
10.	Child distinguishes words that rhyme	60 (9%)	426 (63%)	194 (29%)	0
11.	Child makes relevant verbal contributions in group conversation or discussion	133 (20%)	424 (62%)	123 (18%)	0
	h and Science Concept				
	Child identifies 6 or more colors	551 (81%)	92 (14%)	37 (5%)	0
2.	Child identifies shapes: circle, square, triangle, rectangle	505 (74%)	135 (20%)	40 (6%)	0
3.	Child reproduces above shapes	271 (40%)	280 (41%)	129 (19%)	0
4.	Child counts from 1 to 10 or beyond	539 (79%)	115 (17%)	26 (4%)	0
5.	Child identifies size differences: big, little, long, short, etc.	517 (76%)	142 (21%)	21 (3%)	0
6.	Child sequences rods, objects from shortest to longest	491 (72%)	139 (20%)	50 (7₺)	0
7.	Child reproduces a simple pattern from memory	250 (37%)	364 (54%)	66 (10%)	0
8.	Child identifies and constructs sets of 1 to 5	486 (71%)	162 (24%)	32 (5%)	0
9.	Child identifies and constructs sets of 0 to 10	256 (38%)	296 (44%)	128 (19*)	0
	0 60 10	Continued			



APPENDIX J-1 (Continued)

		Achieved as	Achieved as	Not yet	
		of January		achieved	Blank
10.	Child recognizes numerals 1 to 5	480 (71%)	168 (25%)	32 (5€)	0
11.	Child recognizes numerals 0 to 10	281 (41%)	247 (36%)	152 (2 .)	0
12.	Cnild associates numerals 1 to 5 with their corresponding sets	246 (36%) -	383 (57%)	46 (7%)	0
13.	Child associates num- erals 0 to 10 with their corresponding sets	137 (20%)	359 (53%)	184 (27%)	0
14.	Child understands and applies the terms more than, less than	111 (16%)	469 (69%)	100 (15%)	0
	or Skill Development Child throws and catches a ball	532 (78%)	124 (18%)	23 (3%)	1
2.	Child walks a balance beam without stepping off	244 (36%)	376 (55%)	59 (9%)	1
3.	Child demonstrates orientation concepts: in-out, around-through, etc.	455 (67%)	1 98 (29%)	26 (4%)	, 1
4.	Child claps or marches in time to music	144 (21%)	441 (65%)	95 (14€)	0
5.	Child uses crayons with control	509 (75%)	152 (22%) .	19 (3%)	0
б.	Child uses scissors with control	444 (65%)	188 (28 *)	48 (7%)	0
7.	Child works a puzzle of 10 or more pieces	450 (66 2)	180 (26%)	50 (7%)	0
3.	Child includes major body parts and feat- ures in drawing a person	78 (11%)	427 (63%)	175 (26%)	0 .
	£3v	Continued			

APPENDIX J-1 (Continued)

		Achieved as of January	Achieved as of June	Not yet achieved	Blank
9.	Child follows left to right progression in tracking and drawing	108 (16%)	391 (58%)	181 (27%)	0
10.	Child prints his first name correctly	162 (24%)	364 (54%)	153 (22%)	1



APPENDIX J-2

Kindergarten Teicker Batings of Their Pupils and Parents on the Items of the Kindergarten Home Teaching Report During Spring, 1973 (N 757)**

i

i

*	Sumple*	, , ,	4 4 1 1 1 1 1	;		1	Ratin	ngs**		- As as designation			
Conditions affecting visit	2 a a a a a a a a a a a a a a a a a a a		•	4	:	-	~	***	2	musy (madelling) in	 		Blank
a. Parent ready	_	_	4	65	6				I I		171	(2.4)	28
vs. not ready	PCEL	358 (8	84%)	4 1	(108)	11	(3%)		<u></u>	2%)	10	(28)	~
for visit	ps	$\overline{}$	4	<u>σ</u>	9	ស					7	(2*)	; • j•
	Control	153 (8	S	13		œ				18)	4	(2 ×)	
b. Child ready	Total	~	7		C				, ,				
vs. not ready	PCEE		. ~	, 4	` C	0 7			- -		ر بر بر		
for visit	PS	71 (8	878)		(89)				· c				
	Control	_	4	12		ω	(5%)		4	2%)	18	(118)	~ 0 ~
Parent attitude toward visit								-					
	Total	_	7		9						0	0	
concequive	PCFE	341 (8	(80)	64	(158)	18	(48)			18)	0		. c1
5	ن .	_	4		,- - 1						0	0	
	Control	<u> </u>	4		9	16					0	(08)	oc.
b. Incerested	Total	$\overline{}$	ω		17					_	2		
vs. disinter-	PCFE	_	σ	9	16	17			М		0	·C	
ested	PS	80 (7	(88)	16	(168)	ស				-	0		
	Control	_	S		13	6	(85)		0	(%0	7	(1 *)	11
c. Self-confi-	Total	. <u> </u>	S		~			_	4			_	
dent vs. lack-	PCFE	288 (6	(86)	86	(508)	37	(86)		·	28)	7	(<18)	. \?
ing scif-con-	PS-	_	~		Ţ				~ 7			0	
fidence	Control	_	S		S				ر. ح				<u>ب</u>

(continued)

APPENDIX J-2 (contir led)

	Sample		;	1 * 1		ting	: x					
		. ·	,	4	* * * * * * * * * * * * * * * * * * * *				2	***	1	Blank
Firent Interaction with child.	Total	48	749		·		1		, ~	·	-	
rejecting	PCEF	292	(74%)	63	(16%)	27	(74)	10	3 (8)	·	(√] € (√)	95
	Control	و 1 - ع ار	768		$\infty \propto$		<i>پ</i> ص	O 4	0 4	0 0	0	- R
			; c	; •) ((٠ ،) : '		
un source of	10.01	25.5 2.03 8.03	(54%) (56%)	္ ဗ	(22*)	70T	(291) (291)	ر د د	(2%) A 8)	£ 0	(2%)	801
noon a		52	∞		1 4		<u>پ</u>			· C		
	Control	80	C		24		9	15		m		30 .
c. Positive vs.	Total	371	∞		25		12	29	Ŋ	ស	~	
negative mota-	PCEE	229	(809)	93	(24%)	43	(118)	ر ج	(84)	4	(18)	65
vation	ر. د. د	54	~		26		1		7	0	0	
	Control	98	(U		25		13	10	9	-	~	
d. Positive vs.	. Total	370	ω		23		12		Ŋ	10		
negative re-	PCFE	225	Φ.		23		13	16	4	9		9
inforcement	PS Objectively	10 c	(618)	23	(26%)	10	(118)	Α,	(28)	0	(\$0)	18
	Control	χ χ	_		7 0		12	<u> </u>	œ	4		
e. Compétent	Total ,	371	œ		25		12	29	2	9	~	
va. incompetent	PCER	230	6		25				(~)	m		
	PS Control	2 0 0 0	(60%)	26 31	(30%)	ر م تر		m [(% 7 % 7 % ()	0 1	(%) (%) (%)	19 36
Parent relation-	•		L .) 		:			ı		
a. Friendly vs.	Total	597	\sim	9	148		m	~		0	0	
unfriendly	PCEE	357	(848)	ቀ 5.	(138)	15	(48)	C	(80)	0	(30)	23
	bs.	87	4		13%	m	~	0		0	0	
	Control	147	~ i		168	ഹ	n	~		0	0	6
				၀၁)	ontinucá	á)						



APPENDIA 4-2 (concinued) /

	Sample			Ratings		•	
		٠ ٢	4	· ~.	`. ^_{_{2}}	;	Blank
b. Cooperative vs. mecopera-	Total PCSF BG	590 (834) 352 (834)	92 (13%)	30 (44)			, 74 47 50
	Control	(79	7 (15	1 65 1 0 1 0	- C) C	
C. At enserve.	Total PCEE	506 (71%) 312 (74%)	138 (19%) 76 (18%)	54 (88) 28 (74)	11 (24)	3 (1%)	£ 4 5 7 2 4 3 4 3 4 4 5 4 5 4 5 4 5 4 5 4 5 4 5 4
	Control	200	0 (22*	0 (11%	~ ~	1 (
child's relationship with teacher	Total	(59	2 (2 4 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	5 (10%	○ . & . & .	2 (3	
: g v.	PS Control	230 (60%) 54 (63%) 89 (56%)	98 (26%) 18 (21%) 32 (20%)	33 (9%) 9 (10%) 22 (14%)	12 (3%) 4 (5%) 7 (4%)	11 (18) 1 (18) 10 (68)	821 31
b. Chaperative vs. uncooperative tive	Total PCEE PS Control	433 (68%) 257 (68%) 63 (73%) 106 (67%)	136 (21%) 86 (23%) 16 (19%) 31 (19%)	47 (78) 28 (78) 5 (68) 14 (93)	8 (1%) 4 (1%) 1 (1%) 3 (2%)	11 (2%) 5 (1%) 1 (1%) 5 (3%)	122 69 21 32
c. Tilkativo: vs. Besitant	Total PCEE PS	355 (56%) 219 (58%) 46 (53%) 86 (53%)	156 (258) 96 (258) 22 (268) 33 (218)	76 (12%) 39 (10%) 14 (16%) 23 (14%)	28 (48) 16 (48) 3 (38) 9 (58)	19 (3%) 10 (3%) 1 (1%)	123 69 121
Child's response to learning activities	OF C	99)	03 (30	66	3 2 2	* ×	٧ (
vs. disinter- ested	PCEE PS Control	210 (67%) 49 (74%) 72 (60%)	64 (20%) (11 (17%) 25 (21%)	26 (8%) 5 (8%) 13 (11%)	10 (34) 1 (24) 6 (54)	4 (1%) 0 (0%) 4 (3%)) en en en en en en en en en en en en en
			(continued				

(bourt mon) - 2 - C X lund 132

	S rab le			Ratings			
	ſ	• .	• ••		• ~;	. —	181
b. Attentive	Pot al	304 (812) 101 (613) 45 (683)	101 (20%) 65 (21%) 10 (15%)	61 (12°) 40 (13°) 8 (12°)	18 (44) 7 (24) 9 (38)	16 (33) 10 (33) 1 (23)	3.4 3.4 3.1
v. Attended all viv. Temporal the object of the	Total Perr PS		23 (198) 122 (25%) 80 (26%) 10 (16%)				7 (C) (C) (C) (C) (C) (C) (C) (C) (C) (C)
Chald's afti- tube tosard kindergarten	Total PCEI PS Control			53 (77) 27 (63) 8 (83) 17 (93)		_ ¥	\$ 7.7 ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° ° °

*Total represents 757 pupils enrolled kindergarten.

PCEE represents 449 kindergarten pupils who participated in the PCEE first program year. PS represents 107 kindergarten pupils who had other kinds of preschool experience.

Control represents 191 Findergarten pupils who had no preschool experience of any kind.

as belonging to one of the three subsamples and who are represented in **There were apparently 10 kindergarten punils who were not classified the Total sample only.

¢

APPENDIX J-3

Results of Analyses of Variance and Durcan's Multiple Range Tests* for Kindergarten Pupils on Items of the

rests for A Kinder			pris on it aching Rep			
	F	7	Group**	X and Duncan's Results***	Def:	icient
Conditions affecting						
a. Parent ready vs. not ready for visit	<ì	n.s.	PCEE PS Control	4.71 4.74 4.72	28 7 14	7 7 7
b. Child ready vs. rot ready for visit	2.85	n.s.	PCEE PS Control	4.45 4.70 4.30	48 6 30	13 7 18
Parent attitude	•					
toward visit a. Positive vs. negative	2.55	n.s.	PCEE PS Control	4.67 4.63	21 6 18	5 6 10
b. Interested vs. disinterested	1<1	n.s.	PCEE PS Control	4.74 4.72 4.67	39 6 11	9 6 6
c. Self confident vs. lacking in self confidence	8.97	∢. 005	PCEE PS Control	4.55 4.61 b,d 4.27	46 8 37	11 8 21
Parent interaction	•	£				
with child a. Accepting vs. rejecting	(1	n.s.	PCEE PS Control	4.62 4.71 4.60	38 5 15	10 6 10
<pre>b. Aware vs. una+ ware of neggs</pre>	2.41	n.s.	PCEE PS Control	4.25 4.38 4.10	87 16 43	22 18 27
<pre>c. Positive vs. netitive motiva- tion</pre>	1.51	n.s.	PCEE PS Control	4.38 4.45 4.27	62 12 32	16 13 20
<pre>d. Positive vs. negative re- inforcement</pre>	1.31	n.s.	PCEE PS Control	4.33 4.45 4.20	71 12 36	19 13 23
e. Competent vs. incompetent	2.71	n.s.	PCLE PS	4.38	63	16 10

Continued



Control 4.21

38 24

APPENDIX J-3 (Continued) .

				•		
						<u> </u>
	!			X and		
				Duncan's		cient
Parent relation-	- F	_	Group**	Results***	N	<u></u>
						,
ship with teacher	f					
a. Friendly vs. un- friendly	1 د		PCEE	4.80	15	4
rriendry	' 1	n.s.	PS	4.82	3	3
			Control	4.77	6	4
'h Cooperatus						
b. Cooperative vs.	,		PCEE	4.79	18	4
uncooperative	· < -	n.s.	PS	4.32	4	4
	,		Control	4.74	10	6
c. At ease vs. ill			2022			_
at ease,	6.13	4 005	PCEE	4.64	34	9
at ease, ,	0.13	<.005	PS	4.69 b,d	6	6
	1		Control	4.43	27	15
Child's relationship	!			±		
with teacher	1					
a. Outgoing vs. shy			Dann	4 26		
a. outgoing vs. sny	2.94	~ -	PCEE	4.36	56	15
	2.34	n.s.	PS	4.40	14	16
			Control	4.14	39	24
b. Cooperative vs.			PCEE	4 5 4	2.7	
uncooperative	1.31	n.s.	PS PS	4.54	37	9
wicooperative	1	11.5.		4.62	7	8
	•		Control	4.45	22	14
c. Talkative vs.			חריים	4 23	<i>c</i>	
nesitant	1.67	n.s.	PCEE PS	4.31 4.27	65	17
	1.07	11.5.	Control	4.13	18 40	20
	•		CONCIOI	4.13	40	25
Child's response to						
learning activities						
a. Interested vs.			PCEE	4.48	40	12
disinterested	3.46	<.05	PS	4.64 b,d	6	10
	, 3.10	1. 03	Control	4.29	23	
	:		CONCIOI	4.27	23	19
p. Attentive vs.	İ		PCEE	4.54	57	18
distracted	1.53	n s	PS	4.45	11	17
	1.33		Control	4.19	27	23
	:		CONCIOI	4.17	21	23
c. Attained all vs.	•		PCEE	4.35	52	17
none of the ob-	4.99	<.01	PS	4.59 b,c,d	8	12
jectives	,	7.01	Control	4.16	25	24
y	1		CONCLOI	4.10	2)	24
Chira's attitude to-						
ward Kinderjarten						
1. Positive vs.	•		PCEE	4.61	37	9
ne ative	1.23	n.s.	PS.	4.71	3 / 8	8
	1		•			
	<u> </u>		Control	4.58	20	11

Continued



- *The multiple ranges tests have been extended for unequal replications.
- **Kindergarteners were identified as belonging to one of three groups: PCEE = pupils who participated in the first program year; PS = pupils with other kinds of preschool experience; and control = pupils with no preschool experience of any kind.
- ***Results of the Duncan's Multiple Range Tests are given using the following codes:
 - a = the PCEE mean was statistically significantly higher than the preschool group mean.
 - b = the PCEE mean was statistically significantly higher than the control group mean.
 - c = the Preschool mean was statistically significantly higher than the PCEE group mean.
 - d = the Preschool mean was statistically significantly higher than the control group mean.

APPENDIX J-4

kesults of Follow Up Analyses on Kindergarten Pupils and Their Parents on Items of the Home Visit Report Administered upon Exit from the PCEE Program (Spring, 1972) and During the Kindergarten Year (Spring, 1973)

,	gar cen rear	(SPIIII	Standaro Devia-	1		Defi	cient
Conditions affecting		Mean	tion	t	p	N	- 8
visit a. Parent ready vs. not ready for vi sit	Final Follow Up	4.71 4.71	.79 .78	~ 1	. n.s.	27 23	7 6
<pre>b. Child ready vs. not ready for visit</pre>	Final Follow Up	4.75 4.49	.72 1.14	-3.63	<.01	18 38	5 11
Parent attitude toward visit a. Positive vs. negative	Final Follow Up		· .57 .55	1.22	n.s.	15 17	4 4
b. Interested vs. disinterested	Final Follow Up	4.67 4.74	.63 .56	1.71	n.s.	22 17	6 5
c. Self confident vs. lacking confidence	Final Follow Up	4.55 4.59	.70 .72	«	n.s.	34 36	9 10
Parent interaction with child a. Accepting vs. rejecting	Final Follow Up	4.60 4.62	.66 .74	« 1	n.s.	25 33	7 9
b. Aware vs. unaware of needs	Final Follow Up	4.31 4.28	.87 1.01	4 1	n.s.	71 77	20 22
c. Positive vs. neg- ative motivation	Final Follow Up	4.39 4.39	.81 .89	< 1	n.s.	48 54	14 16
d. Positive vs. neg- ative reinforcement	Final Follow Up	4.37 4.35	.81 .95	. < 1	n.s.	49 61	14 18
e. Competent vs.	Final Follow Up	4.51 4.41	.71 .85	-1.93	n.s.	34 53	10 15
Parent relationship with teacher a. Friendly vs. unfriendly	Final Follow Up	4.83 4.82	.46 .46	۲ì	n.s.	8 12	2 3
b. Cooperative vs. uncooperative	Final Follow Up	4.76 4.79	.58 . .51 °	< 1	n.s.	16 16	4 4
c. At ease vs. ill at ease	Final Follow Up	4.71 4.66	.59 .70	-1.31	n.s.	20 28	5 7

Continued



APPENDIX J-4 Continued

			Standard	1			
			Devia-			Defi	cient
		Me an	tion		р	N	8_
Child's relationship with teacher							
a. Outgoing vs. shy	Final Follow Up	4.45 4.38	.73 .96	-1.07	n.s.	37 51	11 15
b. Cooperative vs. uncooperative	Final Follow Up	4.58 4.53	.66 .81	-1.13	n.s.	23 37	7 11
c. Talkative vs. hesitant	Final Follow Up	4.42 4.32	.80 1.01	-1.75	n.s.	4 5 62	13 18
Child's response to learning activities a. Interested vs. disinterested	Final Follow Up	4.73 4.47	.57 .88	-4.18	<.01	8 37	3 13
b. Attentive vs. distracted	Final Follow Up	4.61 4.32	.65 1.01	-4.23	∢. 01	18 55	6 19
c. Attended all vs. none of the objectives	Final Follow Up	4.57 4.32	.65 .87	-4.30	∢. 01	19 50	7 18
Child's attitude toward school a. Positive vs.	Final Follow Up	4.76 4.60	.51 .75	-3.61	∢. 01	10 33	3 9



APPENDIX K-1

Summary of Initial and Final Teacher Ratings at Saturday School and at Midyear Home Visit by Project Director and Midyear Ratings by Principals $(\underline{N}=24)$

Item			* \		4		m	7	k		-	Blank
1. Used appropriate vs. inappropriate teaching techniques	Initial Final Home Visit Principals	7806	(8%) (33%) (0%) (53%)	10 13 13	(12%) (42%) (54%) (35%)	18 6 11 2	(75%) (25%) (46%) (12%)	0000	44 0 8 0 0 8 0 0 8 0	0000	(80) (80) (08)	7000
2. Aware vs. unaware of children's needs	Initial Finel Home Visit Principals	0 1 11	(.08) (.48) (178) (658)	17 17 10 15	(25%) (71%) (42%) (29%)	13 6 10	(548) (258) (428) (08)	1000	218) 08) 08) 68)	0000	(0.8)	7000
3. Used positive vs. negative motivation	Initial Final Home Visit Principals	18 10 10	(88) (758) (428) (448)	11 13 8	(468) (218) (548) (508)	7	(29%) (4%) (4%) (6%)	4000	178) 08) 08) 08)	0000	(((8 () () () () () () () ()	0000
4. Used positive vs. negative reinforcement	Initial Final Home Visit Principals	H 8 H H 6	(48) (758) (468) (508)	11 15 13	(468) (218) (548) (508)	0017	(29%) (4%) (0%)	r000	218) 08) 08) 08)	9000	(08)	0000
5. Accomplished 100% vs. 0% of task objectives	Initial Final Home Visit Principals	1 16 8 4	(4) (6 ⁷) (33%) (25%)	7 7 14 10	(29%) (29%) (58%) (62%)	12	(628) (48) (88) (128)	r1000	48 (08) (08) (08)	0000	(((((((((((((((((((0000

494

APPENDIX K-1 Continued

Item			*5	, and deposits and	4		3	;	2			Blank
6. Evident vs. not	Initial	\sim	(12%)	8		13		0	0	0		•
evident respect for	Final	σ		14	(288)	 1	(48)	0	(80)	0	(0⊱)	0
parent competence	Home Visit	7	δ		0	4		_	4	0		0
	Principals	7	9		9	~		0	0	0		9
7. Positive vs.	Initial	4				00		_	(48)	0		0
netative relation-	Final		42	13	4	~	4	0		0		0
shir with parents	Home Visit	12	(20%)	10	(428)	_	(48)	-	(48)	0	(80)	0
			61	7	6	0	0	0		0		9
8, Effectively vs.	Initial	_	4	4	7	17	\vdash	2		0		0
ineffectively demon-	Final	^	29	14	∞	٣	\sim	0		0		0
strated appropriate	Home Visit	വ	(21%)	11	(468)	7	(29%)	<u>ب</u> ،	(48)	0	(80)	0
teaching tochniques to parents		ω	47	7	~	H	9	-		0		7
9. Effectively vs.	Initial	-	4		25	76	7	-	4	0		0
ineffectively demon-	Final	7	29	17	$\overline{}$		0	0	0	0		0
strated positive	Home Visit	7	(867)	14	(889)	m	(123)	0	(%0)	0	(%0)	0
motivation and re- inforcement tech-	Principals	6	53	7	$\overline{}$	0	0	٦.	9	0		7
niques co parenca						•						-

*Numbers above columns each refer to a point of a five-point scale measuring a presumably continuous dimension.

APPENDIX K-2 Frequency Tabulation of Parents' Ratings of Both Pcee Program and Teachers (N = 601)

	Agree	Agree	RATINGS Disagree	Disagree	No Rating
Item	Strongly	Somewhat	Somewhat	Strongly	Blank
<pre>l. The tasks used with my child both at Saturday School and Home Visits .were interesting to my child and met his educational needs.</pre>	467 (78%)	127 (21%)	7 (1%)	0 (0%)	0
2. My child's teacher seemed to be very interested in my child as an individual.	534 (89%)	60 (10%)	7 (1%)	0 (0%)	0
3. The home visit was a good learn- ing experience for both my child and myself.	463 (77%)	127 (21%)	7 (1%)	2 (<1%)	2
4 My lessons were well prepared and explained to me by the teacher when I taught at Saturday School.	476 (82-,)	98 (17%)	5 (1%)	0 (0 s)	22
5. As a result of participation in the Home/School Program, I feel better able to deal with my child both educationally and personally.	272 (46%)	290 (49%)	23 (4%)	8 (1%)	8
6. My child's teacher really jot me interested in doing more with my	265 (44%)	278 (47%)	46 (8%)	6 (1%)	6
mila than I had fone sefor.		Continued			



APPENDIX k-2 (Continued)

Item	Agree Strongly	Agree Somewhat	RATINGS Disagree Somewhat	Disagree Strongly	No Rating Blank
7. I felt that my child's teacher liked me both as a parent and as a person.	434 (73%)	153 (26%)	8 (1%)	1 (<1%)	5
8. When my child attends kinder-garten, I would like to receive home visits from his kindergarten teacher similar to those home visits received during the Home/School Program year.		211 (36%)	98 (17%)	20 (3%)	9
9. As a result of my experience in teaching Saturday School, I would like to volunteer for assisting in the kindergarten next year.	(197 (36%)	221 (40°E)	104 (193)	30 (5%)	49
10. If I had a three-year-old child, I would like him to have the same teacher as my four-year-old child had this year.	514 (86%)	67 (11%)	15 (3%)	3 (1%)	2





APPENDIX K-3

ul Kindergarten Teacher Ratings Made	sses by the Project Director (N=29)	THE PARTY OF THE P
Summary of Initial and Final Kindergarten Teacher Ratings Made	During Observations in Classes by the Project Director (N=29)	

Iten	mager value and the United States Supposed Supposed from Spice	2*	4	3	2	
 Used appropriate vs. Inappropriate teach- Ing techniques 	Initial Final	0 (0%) 10 (34%)	7 (24%) 10 (343)	14 (48%) 7 (24%)	7 (24%) 2 (7%)	1 (3%)
2. Aware vs. unaware of children's ne ds	Initial Final	0 (0%) 6 (21%)	4 (148) 12 (418)	14 (48%) 11 (38%)	7 (24%) 0 (0%)	4 (149) 0 (0%)
3. Used positive vs. negative motival on	Initial Final	0 (0%) 11 (38%)	8 (28%) 14 (48%)	15 (52%) 4 (14%)	6 (21%) 0 (0)	0 (03)
4. Used positive vs. negative reinforcement	Initial Final	0 (0%) 12 (41%)	7 (24%) 15 (52%)	19 (66%) 2 (7%)	2 (78)	1 (3%) 0 (0%)
5. Accomplished 100% vs. 0% of task objectives	Initial Final	2 (78) 12 (418)	3 '10%) 14 (48%)	18 (628) 2 (78)	4 (148) 1 (38)	2 (78) 0 (01)
6. Evident vs. not evident respect for parent competencies	Initial Final	1 (38) 14 (488)	9 (31%) 7 (24%)	13 (458) 7 (248)	4 (14%) 1 (3%)	2 (7%) 0 (0%)
7. Positive vs. negative relationship with parents	Initial Final	1 (3%) 13 (45%)	10 (34%) 8 (28%)	15 (52%) 8 (28%)	3 (10%) 0 (0%)	(%0)0

*Numbers above columns each refer to a point of a five-point scale measuring a presumably continuous dimension.

WPPENDIX K-4

Lumrary of Comparisons Between Initial and Final Ratings of Kindermarten Teachers Made By the Project Director

	, m			Standaro Devia-	đ		Dof	icient*
	····		Mean	tion	t	р	N N	8
1.	Used appropriate vs. inappropriate teach-ing techniques	Initial Final	2.93 3.97	.78 .93	7.60	∠. 01	22	75 3 1
2.	Aware vs. unaware of children's needs	Initial Final	2.62 3.83	.89 .81	7.96	∢. 01	25 11	86 38
3.	Tscd positive va. negative motivation	Initial Final	3.07 4.24	· .69	8.87	<.01	21 4	73 14
4.	Used positive vs. negative reinforce-ment	Initial Final	3.10 4.34	.66 .60	9.02	<.01	22	76 7
5.	Accomplished 100% vs. 0% of task objectives	Initial Final	2.97 4.28	.89 .74	8.75	<. 01	24	83 10
€.	Twident vs. not evi- dent respect for parent competencies	Initial Final	3.10 4.17	.92 .91	5.14	∠. 01	19 8	68 27
7.	Positive vs. negative relationship with parents	Initial Final	3.31 4.17	.70 .83	8.43	<. 01	18 8	62 28

^{*}Deficiency is defined as a rating of "three" or less on each five-point scale.



APPENDIX I.

Preduction Districtions of Further Diagnostic Screening Test Battery and Follow Up.
Admin(stored to Pupils Identified as Learning Disabled (N = 18)

Goodenough-Harris Pro Post	
Standard Scores*	61-62 63-64 65-64 67-68 67-68 69-70 71-72 73-74 75-76 77-78 81-82 83-84 89-90 81-92 93-94 95-96 97-98 99-100
Slevers Pre Post	1 31 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Oscretsky Prc Post	
Peabody Pre Post	, , , , , , , , , , , , , , , , , , ,
Beery Pre Post	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Scores in Months	33-34 33-34 33-34 33-34 43-40 43-40 43-44 43-44 43-44 53-56 63-60 63-66 65-66 67-68 73-74 73-74

(continued)

ERIC Frontised by ERIC

APPENDIX L (sontinued)

Goodenough-Harr Pre Post	1 1 1	
Standard Scores*	107-108 109-110 111-112 113-114	
Sievers Pre Post	1 1.5	
Oserctsky Pre Post	1 1	
Pre Post	ר	1
Beery Pre Post		
Scores in Wonths	79-80 81-82 83-84 85-86 87-88 89-90 91-92	

*Mean of 100, standard deviation of 15.

APPENDIX M

Frequency Tabulations on the Glidewell Items for PCEE Pupils Identilied as Having Emotional Problems (N=239) Both at the Time of Entry into the PCEE Program and Into Kindergarten and for PCEE Pupils Not Identified as Having Emotional Problems (N=386) at the Time of Entry Into Kindergarten

					
		2	1	0	Blank
1* A .c.m	•		Once in		
Ster	Group	Often	<u>a while</u>	Not at all	
1. Eating (too	ED-1971	40 (200)	313 (400)	76 (200)	_
much or too	ED-1971 ED-1972	48 (20%) 20 (0%)	113 (48%)	76 (32%)	2
	Not ED-1972	20 (9%)	100 (45%)	103 (47%)	16
TICCIE)	: NOT ED-1972	32 (9%)	123 (35%)	201 (56%)	30
2. Sleeping	ED 1071	17 / 21	75 (200)		
(too much or	EP-1971	17 (, 8)	75 (32%)	145 (61%)	2
too little)	ED-1972	5 (2%)	47 (21%)	168 (76%)	19
500 1100,00	Not ED-1972	6 (2:)	46 (13%)	300 (85%)	34
3. Stomach ir-	ED-1971	(/ 20)	50 (340)		
regularities		6 (33)	58 (24%)	173 (73%)	2
regulationes	LD-1972	2 (1%)	54 (24%)	169 (75%)	14
	Not ED-1972	1 (~13)	49 (14%)	306 (86%)	30
4. Getting	ED-1971	67 (28%)	120 (519)	50 (210)	_
	ED-1972	26 (12%)	120 (51%)	50 (21%)	2
children	Not ED-1972	30 (8%)	104 (47%)	92 (41%)	
	.400 ED-1972	30 (83)	124 (35%)	201 (57%)	31
5. Getting	ED-1971	71 (30%)	94 (40%)	72 (30%)	2
along with	ED-1972	27 (12 ²)	62 (28%)		2
adults	Not ED-1972	33 (9%)	•	131 (60%)	19
344203	.400 13-1972	33 (98)	58 (16%)	264 (74%)	31
6. Unusual	ED-1971	17 (7%)	110 (46%)	110 (46%)	2
lears	ED-1972	$\frac{1}{7} (\frac{3^2}{3^2})$	64 (29%)	153 (683)	15
	Not ED-1972	3 (1*)	66 (19*)	287 (81%)	
	196 80 1972	3 (1)	00 (19*)	707 (BI*)	30
7. W ryyw os	En-1971	3 (3%)	92 (39%)	137 (58*)	2
	ED-1972	6 (3*)	67 (30 ±)	150 (67+)	16
	Tot DD-1972	1 (-1+)	70 (20%)	285 (80%)	30
<i>c</i> —					
9. Thumbauck-	ED-1971	48 (20%)	21 (9%)	168 (71%)	2
15.4	LD-1972	32 (14%)	24 (11±)	167 (75%)	16
	Not ED-1972	19 (5%)	30 (8%)	308 (86%)	29

(Cont'd)



APPENDIX v (Cont'd.)

				2	_	1	!)	Blan!
Item		Group		ften		ce in while	Not	at all	
9. Overactivity	ı	ED-1971	37	(16%)	84	(35%)	116	(49%)	2
	•	ED-1972		(· 7 %)		(29%)		(64%)	15
	Not	ED-1972	6	(2 €)	. 71	(20%)	277	(78%)	32
10. Daydreaming	• •	ED-1971	7	(3%)	98	(41%)	132	(56%)	2
	1	ED-1972		(1%)		(33%)		(65*)	15
	,∵ot	ED-1972	0	(03)	71	(20⅓)	283	(803)	32
ll. Tamper		ED-1971		(9*)	154	(65)	61	(26%)	2
tantrums .		LD-1972		(-48)		(55±)		(41*)	16
	'∷ot	LD-1972	5	(} *)	107	(30)	246	(69%)-	28
12. Crying		ED-1971	25	(11∗)	173	(73%)	9	(16%)	2
-	,	ED-1972		(3%)				(29%)	14
	Not	ED-1972	11	(3€)	170	(47 _€)	177	(495)	28
13. Lying	•	ED-1971	6	(3%)	134	(57%)	97	(41%)	2
	;	ED-1972		(2 €)		(48%)		(51%)	16
	Not	ED-1972	3	(1%)	129	(36%)		(63%)	30
14. Tearing		ED-1971	5	(2%)	135	(57%)	97	(41%)	2
or breaking 🦠 🦠		ED-1972		(41%)		(30%)		(70%)	16
things	Not	ED-1972	0	(0⅓)	55	(15≹)	301	(85%)	30
l5. Wettin:		. D-1971	35	(15±)	61	(26±)	142	(b0±)	ŀ
,		ED-1972		(9+)		(19±)		(72±)	15
	Tot	ED-1972	5	(l ·)	29	(8+)		(90%)	3()
D per ca		DD-1971	25	(11*)	7 3	(31%)	139	(59 %)	2
1 1 1		ED-1972	11	(5i)		(13%)		(82%)	15
	\ot	LD-1972	18	(5+)	43	(123)	291	(83€)	34



APPENDIX N-1

Initial Teacher Ratings of Pupils' Adjustment on Items of the "Nursery School Adjustment Scale" During the Fall, 1972

1. Rela	utionshipa :	with Peers	3		
	1	2	3	4	5
	Poor		Fair		Good
ED*	18 (8%)	40 (19%)	72 (34%)	52 (24%)	32 (15%)
NED	6 (1%)	23 (5%)	139 (33%)	155 (36%)	104 (24%)
Total	25 (4%)	63 (10%)	215 (33%)	207 (32%)	140 (22%)

2. Relationships With Nursery School Teachers

	1	2	3	4	5
	Poor		Fair		Good
LD	17 (8%)	42 (20%)	62 (29%)	48 (22%)	45 (21%)
∵ಌ೨	3 (1%)	24 (6%)	116 (27%)	177 (41%)	107° (25%)
Total	20 (3*)	67 (10%)	182 (28%)	226 (35%)	155 (24%)

3. Creative Use of Individual Activities

	1	2	3	4	5
	Poor		Fair		Good
ED	9 (4કે)	21 (10%)	88 (41%)	52 (24%)	44 (21%)
NED	1 (<1%)	14 (3%)	122 (29%)	154 (36%)	136 (32%)
Total	10 (2%)	35 (5%)	212 (33%)	207 (32%)	186 (29%)

4 Signs of Behavioral Immaturity

	1	2	3	4	5
	Many		Few		None
7.0	12 (6%)	50 (23%)	62 (29%)	52 (24%)	38 (18%)
٠:.ũ	5 (13)	36 (3%)	108 (25%)	150 (35%)	128 (30%)
Total	17 (3*)	88 (14%)	171 (26%)	206 (32%)	168 (26%)

T. France of Behavioral Eccentricity

	1	2	3	4	5	
	Many		FeW		None	_
: 5	15 (74)	50 (23%)	58 (27%)	44 (21%)	47 (22%)	
NFO	4 (15)	37 (9%)	88 (21%)	148 (35%)	150 (35%)	
Total	19 (3:)	88 (14%)	148 (23%)	194 (3.0%)	201 (31%)	

6. Deviance in Family Structure

.) •) € ∆	TITLE THE	mary octuc	cure		
	1	2	3	4	5 ,
	Gross		Minor		None
$\mathbb{C}\mathfrak{I}$	7 (3%)	18 (8%)	25 (12%)	65 (30%)	99 (46%)
:45	7 (2*)	11 (3%)	31 (7%)	102 (24%)	276 (65%)
70+ 1	.4 (2*)	29 (4*)	58 (9%)	167 (26*)	382 (59%)

(continued)



APPENDIX N-1 (continued)

7. Pathological Family Structure

	1	2		3	4		5	
· ·	Gross		M	linor			None	
ED	5 (2 %)	21	(10%) 3	2 (15%)	52	(243)	104 (49%)	
NED	1 (<1%)	7	(2%) 3	5 (8%)	7 5	(18%)	30: (72%)	
Total	6 (1%)	28	(4%) 6	8 (10%)	129	(20%)	419 (64%)	

Total Adjustment Score

	Low	Low Medium	High Medium	High	
ED	21 (10%)	19 (9%)	39 (18%)	135 (63%)	
NED	1 (<1%)	7 (2%)	41 (10%)	378 (89%)	
Total	22 (3%)	27 (4%)	80 (12%)	521 (80%)	

^{*}Total represents 650 pupils evaluated twice.

ED représents 211 pupils identified as having emotional problems.

NED represents 427 pupils identified as having no emotional problems.

APPENDIX N-2

Final Teacher Patings of Pupils' Adjustment on Items of the "Nursery School Adjustment Stale" During the Spring, 1973

E	1.	Relationship	os with	Peers
-		THE TOTAL STATE	OD MICIA	1

	1	2	3*	4	5
_	Poor		Fair		Good
ED*	4 (2%)	20 (9%)	55 (26%)	73 (34%)	62 (29%)
NED	3 (1%)	12 (3%)	78 (18%)	157 (37%)	177 (41%)
Total	9 (1%)	32 (5%)	133 (20%)	233 (36%)	243 (37%)

2. Relationships with Mursery School Teachers

			<u> </u>		
	1	2	3	4	5
_	Poor		Fair		Good
FD	3 (1%)	16 (7%)	50 (23%)	77 (36%)	68 (32%)
NED	3 (1%)	14 (3%)	78 (18%)	136 (32%)	196 (46%)
Total	7 (1%)	31 (5%)	129 (20%)	216 (33%)	267 (41%)

3. Creative Us. of Individual Activities

	1	2	3	4	5
_	Poor	.	Fair		Good
ED	4 (2%)	8 (4%)	70 (33%)	58 (27%)	74 (35%)
NED	4 (1%)	9 (2%)	75 (18%)	128 (30%)	211 (498)
Total	9 (1%)	18 (3%)	145 (22%)	188 (29%)	290 (45%)

4. Signs of Behavioral Immaturity

	1	2	3	4	5
_	Many	<u> </u>	Few		None
ED	7 (3%) -	23 (11%)	51 (24%)	- 71 (33%)	62 (29%)
MED	5 (1%)	18 (4%)	75 (18%)	157 (37%)	172 (40%)
Total	12 (2%)	43 (7%)	127 (20%)	232 (36%)	236 (36%)

5. Signs of Behavioral Eccentricity

	1	2	3	4	5
_	Many		Few		None
ΕD	4 (2 €)	30 (14%)	49 (23%) •	83 (39%)	48 (22%)
MED	4 (12)	23 (5%)	79 (19%)]	L56 (37%)	165 (39%)
Total	9 (1%)	53 (8%)		240 (37%)	217 (33%)

6. Deviance in Family Structure

	1	2	3	4	5
_	Gross		Minor		None
110	6 (3+)	13 (64)	13 (8%)	47 (22%)	130 (61%)
NED	2 (<f+)< td=""><td>32 (3*)</td><td>5) (124)</td><td>80 (19%)</td><td>283 (66%)</td></f+)<>	32 (3*)	5) (124)	80 (19%)	283 (66%)
75+ 1	8 (1*)	25 (4+)	70 (11%)	128 (20%)	419 (64%)

(continued)



APPENDIX N-2 (continued)

7. Pathological Family Structure

	1	2	3	4	5
•	Gross		Minor		None
ED	4 (2%)	9 (4%)	18 (8%)	51 (24%)	132 (62%)
NED	2 (<1%)	10 (2%)	37 (9%)	58 (14%)	320 (75%)
Total	6 (1%)	19 (3%)	58 (9%)	111 (17%)	456 (7 0%)

Total Maustment Score

	Low	Low Medium	High Medium	High	
LD	5 (2%)	9 (4%)	20 (10%)	180 (84%)	
NED	4 (1%)	4 (1%)	31 (7%)	388 (91%)	
Total	10 (2%)	15 (2%)	49 (8%)	576 (89%)	



^{*}Total represents 650 pupils evaluated twice.
ED represents 214 pupils identified as having emotional problems.
NED represents 427 pupils identified as having no emotional problems.

APPENDIX N-3

Kindergarten Teacher Ratings of Pupils' Adjustment For All PCEE Pupils (N = 617), PCEE Pupils Identified as Having Emotional Problems (N = 239), and PCEE Pupils Identified as not Having Emotional Problems (N = 378)

1. Relati	onships wi	h Peers			
			3	4	5
Total*	Poor 9 (1%) 6 (3%)	29 (5%) 13 (5%) 16 (4%)	Fair 115 (19%) 55 (23%) 60 (16%)	249 (40%) 99 (41%) 150 (40%)	Good 215 (35%) 66 (28%) 149 (39%)

2. Relationships With Kindergartan School Teachers 5 3 Good Fair Poor 245 (40%) 211 (34%) 126 (20%) 24 (4%) 11 (2%) Total 68 (28%) 84 (35%) 67 (28%) 12 (5%) 8 (3%) ED 127 (34%) 177 (47%) 59 (16%) 3 (1%) -12 (3%) Not ED

3. Creat	ive Use of	Individual	Activities		
<u> </u>	$\frac{1}{1}$	2	3	4	5
Total ED Not ED	Poor 12 (2%) 5 (2%) 7 (2%)	24 (4%) 9 (4%) 15 (4%)	Fair 133 (22%) 58 (24%) 75 (20%)	267 (43%) 100 (42%) 167 (44%)	Good 182 (29%) 67 (28%) 115 (30%)

4. Ligns of Behav	ioral Immaturi	ty		5
Totil 6 (1% ED 4 (2% Not ED 2 (1%) 45 (7%)) 27 (11%)	78 (13%) 40 (17%) 38 (10%)	207 (34%) 81 (34%) 126 (33%)	None 281 (46%) 87 (36%) 194 (51%)

5 Signs	of Behavio	ral Eccentri	city		
J. 319	1	2	3	4	5
Total ED Not ED	Many 11 (2%) 4 (2%) 7 (2%)	37 (6%) 20 (8%) 17 (4%)	Few 87 (14%) 51 (21%) 36 (10%)	208 (34%) 77 (32%) 131 (35%)	None 275 (45%) 87 (36%) 188 (50%)

^{*}Total represents 617 pupils evaluated represents 239 pupils identified as having emotional problems



Lot LD represents 37d pupils identified as not having emotional problems.

Frequency Distributions of Further Screening Battery and

APPENDIX O

Follow Up Administered to Pupils Identified as Mentally Retarded (N = 15)*

		•	TESTS						
Scores in	Stanford-Binet		Vineland Matur						
Months	Pre	Post	Pre	Post					
23-24			1						
25-26									
27-28									
29-30									
31-32									
33-34				1					
35-36			1						
37-38									
39-40	1		•						
41-42			1						
43-44	1								
45-46									
47-48	1		3						
49-50	3		1						
51-52	1	1	1						
53-54	1			_					
55-56	1	3 3 1	4	1					
57-58	3	3							
59-60	_		_						
61-62	1	1 .	1	_					
63-64	1	1		1					
65-66		1		2 4					
67-68		•		4					
69-70		2	-	2 2					
71-72		1	1	2					
73-74		1	-						
75-76			1.	•					
77-78			`	2					

^{*}One child was considered to be untestable on the Stanford-Binet Intelligence Test.



Saturday School: A Success Story



A School & Home Learning Program
For Four Year Olds

Parent-Child Early Education Program Ferguson-Florissant School District



Early Education A Comment:

Educators who have long been disturbed by the evident inability of school remedial programs to remedy educational deficiencies in young children, and who have watched the academic disadvantage with which some children enter the first grade grow and deepen in the primary years, are deeply concerned to know if the fault lies in the educational system itself or in something which happens—or does not happen—to children before they enter school its a child 'set' for success or failure in school by his experiences in the earliest years of his life?

The question cannot easily be avoided, since already we have exhausted a long list of possible remedies for the defeat, passivity, and rejection which Qverwhelm many of our children in school—and still the problems persist. We now need to look at a part of the equation which we have been leaving out the incredibly productive years from birth to five or six, when all children do learn, and do so with an intensity, effectiveness, and retention which they may never again experience. What is learned in those years, in attitudes, perception of the world, and concept of self, may be so well learned that no later education can change it. If so, what we call the preschool years are really those in which the most significant schooling of all takes plied.

From the Title III Quarterly, by

Miss Kay Curley-Chief

Member, National Advisory Council on Supplementary Centers and Services



The Programs First Year, 1971-2, A Report:

All four year olds living in the district are eligible to enroll, including children with special problems and handicaps.

During the first year, the district wide program:

✔ Enrolled

820, approximately 70% of the district's four year olds.

√ employed

25 half-time teachers.

10 part-time consultant specialists representing the following special fields: testing and evaluation, learning disabilities, special education, speech and language, audiology, child psychology and family counseling.

one part time disseminator, responsible for public and parent directed materials, including the Home Activity Guide.

✔ involved

over 95% of the parents as teaching partners in the classroom.

approximately 60 high school and college student volunteers as teacher aides, with some working individually with certain children.

The per pupil cost of the program was approximately \$175.

Thes program is funded under Title III, ESEA.



A CALLED



At School on Saturdays, four year olds attend a m.rning or afternoon class.



At Home through the week, parents informally continue the learning experiences.



Parents come into the classroom; teachers go into the home.

School and Home Join Hands

to form an effective teaching partnership

AT SCHOOL ON SATURDAYS, four year olds attend either a morning or afternoon class in the kindergarten room of a neighboring elementary school.

AT HOME THROUGH THE WEEK, parents continue the learning experiences with skill development games and activities. Parents receive weekly activity guides suggesting things to do at home.

PARENTS COME INTO THE CLASSROOM to teach during the small group instruction periods. Their fair share is a turn at teaching once every six weeks. Their participation makes possible a classroom ratio of one adult for very four to six children.

TEACHERS GO INTO THE HOME for regularly scheduled teaching visits. Each child's needs determine how frequently he is visited: 75% are seen weekly; some twice a week; others, twice a month.

THE LEARNING ACTIVITIES AT HOME AND SCHOOL focus on the development of skills that will facilitate later learning: language skills, hand-eye coordination, math and science concepts, auditory and visual discrimination, gross motor skills, the creative arts, as well as social growth.

GROWTH EXPERIENCES FOR PARENTS are an equally important part of the program. They have an opportunity at school and during home visits to observe appropriate techniques for teaching young children.



A Close Look at Every Child by teachers, parents, ... and specialists, as needed

AN INITIAL EVALUATION OF EACH CHILD'S needs and abilities is made by his teachers and parents before the start of school. These are carefully reviewed and those chiliren who evidence a need receive further indepth diagnosis.

MORE THAN 40% OF THE CHILDREN EVIDENCED THIS NEED for further evaluation due to: visual, hearing, or speech impairment; low intellectual functioning; emotional problems; language difficulties; or perceptual disorders.

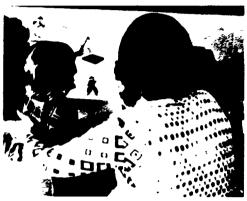
CHILDREN WITH SPECIAL PROBLEMS AND HAND-ICAPS are integrated into the regular classroom program.

THE BROAD RANGE OF SERVICES provided by staff specialists to children with special needs includes: prescribing a personalized program; through the year guidance and counseling with the child, his teacher, and parents; and continued classroom observation and contact.

TEACHERS HAVE FREQUENT CONTACT WITH SPECIALISTS at weekly inservice and as specialists visit schools on Saturday. This affords teachers a unique opportunity to discuss any problems they may encounter with students.

MANY OF THE STUDENTS' LEARNING PROB-LEMS WERE REMEDIATED by the close of the Saturday School year because of the project's comprehensive testing, diagnosis, and follow through.





The evaluation of every child includes hearing and vision testing.



Approximately 40% of the students indicated a need for further indepth diagnosis.



Children with special problems are asmessed by all stiff specialists.



Teachers brief parents: parents then instruct small groups of children.



School on Saturday gives fathers an opportunity to participate.



High School students in Child Care and Development classes assist in Saturday School. Here a brind student receives individual attention.

A Day at School with 20 classmates

CHILDREN FROM TWO OR THREE NEIGHBOR-ING SCHOOLS come to one Saturday School Center, where two or three classes of 20 are each staffed by a teacher, parent volunteers, and high school aides.

TEACHERS MEET WITH EACH TEACHING PARENT before the children arrive to outline and demonstrate their teaching assignment. Parents receive a parent activity card that serves as reference and reassurance. Although most of the parent-teachers are mothers, many fathers participate too. All centers have an occasional "fathers only" day.

A TYPICAL SCHEDULE for the students' two and one-half hour school day includes:

OPENING ACTIVITIES - The class meets together for a brief learning activity and to sing and meet the parent-teachers.

SMALL GROUP INSTRUCTION PERIODS The children rotate in small groups
to four learning centers. A permanently stationed parent or teacher
conducts the 15 minute activity
periods for each group.

One activity may be in language development, another math concepts, another gross motor, another a creative experience. These activities provide flexibility for the individual differences in children.

<u>CREATIVE PLAY</u> - an independent play period.

CLOSING ACTIVITIES - The children reassemble for a song and story.

THE PARENTS' ACTIVE PARTICIPATION at school affords them a unique opportunity to see their child perform in relation to others his own age.



A Week at Home

in an enriched environment

DIRECT INVOLVEMENT OF PARENTS in the program has increased their awareness of the many ways in which the HOME is a learning center and the PARENT a teacher.

PARENTS RECEIVE A WEEKLY HOME ACTIVITY GUIDE that suggests a broad range of games and activities relating to the skills being taught at school. During home teaching visits the teachers indicate which activities will most benefit each individual child.

PARENTS ARE ENCOURAGED TO "SPONTANEOUSLY" INTRODUCE, rather than formally present, the learning activities into their child's daily schedule.

MANY PARENTS REPORT THAT THE RELATIONSHIP with their child improves immeasurably during the year because they take more time to talk with, and spontaneously teach, their child.

REGULARLY SCHEDULED HOME TEACHING VISITS, with one child or a few neighboring children, include the parents as well. DURING THE 30-45 MINUTE VISIT the teacher discusses the previous week's progress; involves the child and parent in three to six learning activities; and lets the four year old select a book from the lending library.

HOME VISITS PROVIDE TEACHERS with an opportunity to individualize the program to meet each student's needs and to know the child in a way classroom contact alone would not permit.

CHILDREN WITH LEARNING OR COMMUNICATION PROBLEMS are visited regularly by a specialist or teacher-specialist once or twice a week.



The "classroom" at home may be any time, anywhere......workshop or kitchen.



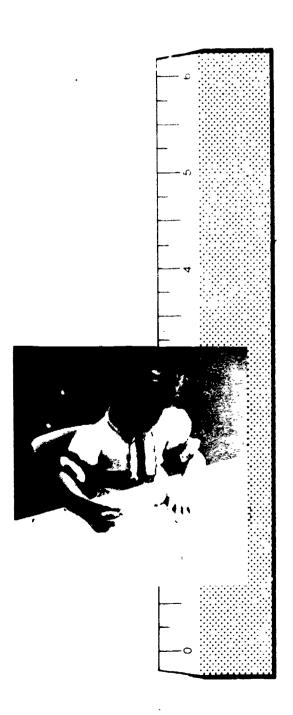
Home Teaching Visits may be with one child or a few. Mothers participaté too.



Children with special problems are seen regularly by larguage or learning disability specialists.



Made to Measure



PRE AND POSTTESTING included measures of mental age, language age, and visual-motor integration.

PARENTS ALSO EVALUATED their child's development on a 65 skill and behavior checklist at the beginning and close of the year.

TEACHERS RATED the children on an adjustment and self-esteem scale.

CHILDREN WHO EVIDENCED A NEED, received further indepth diagnosis for speech, learning problems, or possible mental retardation.

VISION AND HEARING TESTS were given to every child at the start of the school year.

THE ENTERING KINDERGARTEN SCORES of the program's first year students included cognitive skill comparisons between students with no preschool experience and students with some kind of preschool experience.

PARENT AND TEACHER COMPETENCIES were evaluated at the beginning and close of the year as well.

THE PROGRESS OF SATURDAY SCHOOL students will continue to be measured through the first year of the primary unit.



Gains and Growth

A FIRST YEAR GOAL was that during the seven months between testings, each child would show an eight months' gain in: intellectual growth, language development, and visual motor skills.

THE END OF THE YEAP EVALUATION showed that a large majority of the children exceeded these expectations. (See Table 1)

THE AVERAGE GAINS made by the total number of children enrolled were:

- 16 months in intellectual growth
- 13 months in language development
- 10 months in visual-motor skill development

THE GAINS MADE BY THE THIRD of the children with the lowest entering scores, including many of those children found to have various PROBLEMS AF-FECTING THEIR LEARNING, were even greater:

- 17.7 months in intellectual growth
- 21.0 months in language development -
- 16.0 months in perceptual skil development

CHILDREN INITIALLY SCORING IN THE MIDDLE THIRD gained an average of:

- 16 months in intellectual growth
- 12 months in language development
 - 8 menths in perceptual
 skill development

THE UPPER THIRD showed the least significant gains:

- 14 months in intellectual growth
- 4 months in language development
- 7 months in perceptual skill development

THE CHILDREN'S FEELINGS ABOUT THEM-SELVES and their felationships with others showed equally significant gains. (See Table 4)

THE PROGRESS MADE BY THE CHILDREN WITH SPECIAL PROBLEMS OR HANDICAPS was particularly significant. Many learning difficulties had been remediated by the end of the 'year!

GAINS MADE BY THE 18 CHILDREN / diagnosed as truly LEARNING DIS-ABLED were especially significant, particularly in the areas of language and motor development. By the close of the year 12 were functioning at levels commensurate with their chronological age. (See Table 7)

Of the 33 students recommended for testing, 11 WERE DIAGNOSED as falling within the LEVELS OF BORDERLINE OR MILD RETARDATION. At the close of the year only three pupils still fell within these levels of retardation.

The 241 PUPILS IDENTIFIED AS HAVING EMOTIONAL PROBLEMS showed a marked improvement by the end of the year in their behavioral patterns and ability to adjust. (See Tables 8 and 9)

UPON ENTERING KINDERGARTEN, SATURDAY SCHOOL STUDENTS and students with other preschool experience scored significantly higher on cognitive tests when compared to students with no preschool experience. Saturday School students scored higher than students with other preschool experience on the total test, as well as on two of the sub-tests. In no case did students with other preschool experience score significantly higher than Saturday School students. (See Tables 2 and 3)

PARENTS SHOWED GAINS as well. There were statistically significant changes in their abilities to interact with their children, in awareness of the child's needs, and their use of more appropriate reinforcement and motivation techniques. (See Tables 10 and 11)

TEACHERS' COMPETENCIES improved by the end of the year in all areas: among them, appropriate teaching techniques; awareness of children's needs; relationships with parents; relaying effective teaching methods to parents. (See Table 13)



An Ounce of Detection,

can save a pound of cure!

The preceding figures and facts and the following tables and interpretations tell only a part of the success story. The picture is incomplete unless also viewed in terms of the individual child and his parents——the Toms, Sues, Janes, Kevins and their mothers and dads——who spent a year in the program and personally felt its impact.

APPROXIMATELY 40% OF THE FIRST YEAR STUDENTS were found to have some kind of problem affecting their learning. These 347 students represent a broad range of problems—not only in nature, but in degree. Meet a representative few

Karen had alt the earmarks of an emotionally disturbed, mentally retarded child. Her parents were extremely anxious about her emotional outbursts and inability to learn the simplest of things. She was unable, for example, to identify colors, even after often repeated attempts to teach them to her.

Pespite this, a few inconsistencies in her test pattern and performance indicated she might have a capacity for learning beyond that which she had shown.

Prescriptions for learning and behavior modification were designed for both home and school so parents and teachers could use consistent patterns of motivation and positive reinforcement. The specialist's home teaching visits concentrated on concept and language development, as well as modification of the mother's method of teaching Karen and controlling her vehavior.

By the close of the year, Karen tested well within the normal range of citellectual functioning. Her behavior had modified to the point where she could once the regular kindergraten cours and achieve success. But more ear, in eas beganning to real!

At the age of three, Harold was diagnosed by a leading clinic as being severely retarded. There was initially little surface evidence to question this diagnosis.

He did not initiate conversation, but would repetitiously echo any statement made to him without comprehending its meaning. He did not even understand the concept of yes and no. He would unaccountably do something, not ence but ten times {i.e., run back and forth to wasn his hands over and over and over, etc.;

The special education specialist noted, however that Harold had learned to read precociously on his own. But there was no indication that he really understood what he was reading.

Through interview and observation the special education specialist reconstructed Harold's particular sigle of learning and prescribed a unique system of teaching him language. Very simply stated: He started with learning the concept of the printed word and worked toward comprehension of the spoken word. He is being seen weekly by both the language and learning disability specialists.

Harold is presently diagnosed as having well above normal intelligence, but with a severe associative learning disability that can perhaps, gradually be surmounted through utilization of appropriate teaching methods.



^{*}The names have been charged.
The Tacks of their cases have not.

^{**}Program specialists have the idvantage of observing a child over a period of time in a multimeter orong circumstances: at more, according learning and social situations. Clinic diagnosticians frequently see the child for a limited period of time in only a testing situation.

Jack, blind from litth, come from a home environment that offened obtain stimulus for learning except through sight. Yet his abstitute express himself verbacin was significantly below that which could be accounted for by blindness alone.

The hearing testing by the program's audiologist and subsequent indepth examinations by a private agincy for the deaf, revealed marked hearing toss in both ears. I Juck was fitted with hearing rids and an extensive language-learning program, developed by a staff specialist, was intensely carried through by his family.

Following a summer language development course at a uni-versity clinic, he has accepted by the Missouri Schoot for the Bland. A year earlier his ability to meet their entrance standards hid been extremely loubtful the to his severe deficiency in language.

MOST TYPICAL OF THE VAST MAJORITY of cases are those who enter the program without their parents even detecting or suspecting a problem of any kind. These are the children who would enter the mainstream of the public school system to undoubtedly falter, perhaps even fail.

Cindy had exceptionally good expressive language shills, but she could not listen, comprehend what she heard, or follow simple directions.

The specialist and Cindy's parents worked with 'rer on auditory association, memony, and comprehensian skills

At the beginning of the year Cindy had a deficit of one year, six months in auditory skills. By the crose of the year these shills were found to be six months above her age level.

*Children requiring dertain types of testing or indepth diagnosis may be referred to private or public agencies.

**The rature of the brightam provided opportunities of iffect change in the home and init operant head and mosp eration, without which empress would be limited Stacey had a specific disability detected through testing. She could not labil trungs, even common objects around the house. She could not identify an object as a book even after being told, "This is a book."

The language development specialist concentrates on labeling through all the senses: seeing it, feeling it, tasting it, and hearing what it was called.

At the beginning of the year Stacey had a vocabulary deficat of one year, three months. At the end of the year her vocabulary skills were found to be one year, six months above age level: two years, nine months gain.

Joe had a serious auditory memory problem. He could not remember what happened the day before, the hour before, or what he had just been told. Although quite verbal, he did not fully understand what he was saying, nor react properly to the spoken word.

The communication specialist improved Joe's auditory memory by pairing at with his strong visual memory skall. She taught him to vasualize a picture of what he was hearing and to repeat simultaneously with silent lars what he heard his mother, initially surprised that any problem existed, worked with him diligently throughout the year.**

Joe's kindergarten teacher reports she can see his concentrated effort to remember and lip movement is still evident—but he is remembering and meeting with success.

This program provides MORE than early education. It also provides comprehensive testing, diagnosis, and treatment. THIS EARLY DETECTION AND APPROPRIATE INTERVENTION MAKES A DIFFERENCE. For many of the program's students, it may have prevented more serious, long-lasting learning problems.

From Four to Five

Implications for the Kindergarten Program:

SATURDAY SCHOOL TEACHERS CONVEY
PERTINENT INFORMATION about each
student to the kindergarten teacher
who will receive him. This is done
at an end of the year in-service
so the teachers can confer personally as they pass on the records.

CURRICULUM ADJUSTMENTS already have been made in the kindergarten program because of the significant overall gains of the Saturday School students. Reading is a part of the curriculum for the majority of the kindergarten children.

PAPENT PARTICIPATION IN THE CLASS-ROOM, initiated in Saturday School, is now continuing into the kinder-garten. This allows for continued small group instruction.

OCCASIONAL HOME VISITS TO ALL STUDENTS by their kindergarten teachers are being schedul.

SPECIAL SERVICES ARE CONTINUING for former Saturday School students with learning problems. The program's specialists provide follow-up and suggest appropriate teaching techniques. Title I teachers in designated Title I schools provide direct service through individualized teaching.



; ()

Pable ? Uk The Program's Impact: An Evaluation

The evaluation of the project during its first year centered around some 42 different product and process objectives. These objectives were concerned with the project's impact in three different groups: CHILDRIM, PARENTS, and STAFF. Obviously, it is not possible to report findings concerning all 42 objectives. Therefore, a selection has been made to convey, in part, the impact the project has had on each of these three groups.

THE FOLLOWING FINDINGS ILLUSTPATE, ir. this order,

The program's impact on the CHILD

The ways in which PARENTS have changed

The project's influence on TEACHERS

FOURTLEN PABLES and their interpretation by the project's evaluator follow.

PROJECT EVALUATOR:

Alice Klein, Ph.D. Asst. Professor of Iducation University of Missouri, St. Louis



1?

Where it Counts! The Child

First, a Look at All the Children

STUDENTS' STANDARDIZED SCORES: Before and After

ALL OF THE PROGRAM'S FOUR YEAR OLDS were administered a battery of three tests at the beginning of the program year and again, seven months later, at the end of the program year. The tests used were:

The Slosson Intelligence Test (1971), which yields a montal age score;

Sub-test 3 of the Sievers Differential Language Facility Test (1957), which yields a language age score; and

the Beery Test of Visual Motor-Integration (1967), which yields a perceptual age score.

The results may be seen in Table 1.

Table 1

Results of Preliminary Coreening Battery Administered at the Peginning and End of the Program Year: Slosson Intelligence Test,
Siever: Differential Facility Test (Subtest 3), and the
Beery Developmental Test of Visual Motor
Internation (N=752)

		THOOF THO	13/13 1 1-1 12 /			
Name of Test		Mean	standard Deviation	t	a	Ranges of Scores
Slosson (M.A.)	Pre Pust	61.60 77.40	10.29 10.76	51.03	4.01	24-92 39-112
Sievers (L.A.)	Ere fost	51.91 55.17	11.56 10.23	27.58	∠. 01	24-81 33-84
Beery (P.A.)	Pre Post	53.40 63.77	10.42	30.79	∠ .01	33 - 95 33 - 112



THERE WERE STATISTICALLY SIGNIFICANT CHANGES in all three tests with higher mean scores obtained in the end of the year administration of the battery.

Since the AVFRAGE CHRONOLOGICAL AGE OF STUDENTS ENTERING in the fall of 1971 was 54 months, it was expected that their average mental, language, and perceptual ages would also be approximately 54 months. The data in Table 1 show that the average entering MENTAL age was seven and one-half months higher than expected, while the average entering LANGIAGE AND PELLEPTUAL ages were only slightly lower than expected.

UPON EXIT FROM THE PECCRAM, the average chronological age was 61 months. The average MENTAL age obtained in this testing was 77 months, 16 months by her than is usually obtained in norming samples; the average LANGUAGE are was 65 conths, four months higher than that usually obtained; and the average PERCEPTUAL age was 64 months, three months higher than is usually obtained.

THE MAJOR GOAL for the seven month period between testings was a gain for all pupils of at least eight months in mental, language, and perceptual age. The results extended expectations.

MENTAL AGE - The children made an average gain of 16 months during the seven months, with 86% of the students gaining eight or more months in methal age. The one-third of the pupils with the lowest entering scores gain 1 the nost: an average of 18 months. The middle third gainer an average of 16 months, and the top third an average of 14 months.

LANGUAGE ARE - During the seven months between testings, the children made an average rand of 12 months in language age, with 67% of all pupils exception of the norths' gain. Students scoring in the LOWEST ONE-THIRD on interior lained the most: an average of 21 months. THE MIDDLE THIRD dained an average of 12 months, and the TOP THIRD gained in average language age of four months.

PERCEPTUL AGE - An average gain of ler months was made during the seven months, with 57° of all pupils gaining eight or more months in perceptual re. The NE-FHIED of the pupils with lowest entering scores gained in average of 16 months; the MIDDLE THIRD an average of eight months; in the UPPER THIRD an average of seven months of perceptual age.



SATURDAYS' STUDENTS COMPARED: The Kindergarten Follow-Up

UPON ENTRY INTO KINDERGARTEN, the Saturday School students were compared with pupils with no preschool experience who had entered kindergarten in the school district the previous year (the Control Group).

Scores on the Screening Test of Academic Readiness were used for this comparison. Table 2 summarizes the STAR battery results.

STATISTICALLY SIGNIFICANT RESULTS were obtained on five of the eight subtests of the STAR as well as on the Total scores.

ALL OF THESE SIX COMPAR-ISONS showed that Saturday School students obtained higher mean scores than did this no preschool comparison group. Saturday School students tended to score higher in such areas of cognitive skills as:

Picture Vocabulary,
Letters,
Picture Description,

THERE WERE NO DIFFERENCES between the two groups on: Picture Completion, Copying, or Human Figure Drawing.

Relationships, and

Numbers.

Table 2
Summary of Results Comparing PCEE Pupils Upon Entry into Kindergarten in Fall, 1972 (N=681) to Control Kindergarten Pupils Upon Entry into Kindergarten in Fall, 1971 (N=911) on the Screening Test of Academic Readiness

VARIA	BLE	Group	X	Standard Deviation	F	P
STAR I	Picture Vocabulary	PCEE Control	9.12 9.43	2.12 2.24	6.43	4. 025
II	Letters	PCEE Control	6.41 5.61	2.49 2.88	33.12	<.005
111	Picture Completion	PCEE Control	4.57 4.48	1.67 1.60	1.34	n.s.
IV	Copying	PCEE Control	2.92 3.00	1.34 1.31	1.34	n.s
v	Picture Description	PCEE Control	6.18 5.82	1.76 1.81	16.06	€.005
VI	Human Fig- ure Drawing	PCEE Control	9.81 9.53	3.13 3.32	2.84	n.s.
VII	Relation- ships	PCEE Control	6.73 6.40	1.39 1.57	19.45	4. 005
VIII	Numbers	PCEE Control	8.69 7.95	3.71 4.11	13.56	<.005
Total		PCEE Control	54.98 52.26	11.40 12.93	19.00	<.005

ADDITIONAL COMPLRISONS were made between:
students who attended Saturday School,
students with other kinds of preschool experience, and
students with no preschool experience of any kind.

The STAR, administered in the fall of 1972, was the dependent variable. The results of these comparisons are in Table 3.

STATISTICALLY SIGNIFICANT RESULTS were obtained on every subtest but one as well as on the Total scores of the STAR. Only on the Copying subtest were the differences between the means of the groups not statistically significant.





Table 3

Results of Analyses of Variance and Duncan's Multiple Range Tests with Extension for Unequal Replications for Entering Kindergarten Pupils (1972) on the Screening Test of Academic Readiness

				Xand	
1				Duncan's	Standard
Variable	•	l P	Groupl		Deviation
		 		1.00010	3011 <u>uc10</u> 1
STAR I	Pisture	İ	PCEE	9.72	2.13
SIAR I		1 , , , , , , , , , , , , , , , , , , ,			
	Vocabulary	13.63 pc.û05	P-S	9.78 b,d	2.46
ŀ		1	Control	8.94	2.43
l		!			
i		ŀ			
11	Letters	1	PCEE	6.41	2.49
		27.87 pc.005	P-S	6.34 b,d	2.56
			Control	5.78	2.99
				3	•.,,
!		}			
	Picture	1	D.C.C.C.	4.57	
1 111		3.60 05	PCEE		1.60
<u> </u>	Completion	3.69 p<.05	P-S	4.61 b,d	1.68
i		j	Control	4.29	1.67
		<u>[</u>			
ĺ		ĺ			
IV	Copying	i	PCEE	2.91	1.34
		1.85 ns.	P-S	3.02	1.44
		1	Control		1.32
		1	30	•	1.32
	Picture		PCFE	6.18	1.76
Y		16.34 p<.005	P-S		
	Description	16.34 pc.005	-	5.83 b,d	1.87
			Control	5.49 .	1.79
1					
		ŀ			
ΛΙ	Human Fig-		PCEE	9.81	3.13
İ	ure Draw-	16.29 p∢.005	P-S	9.22 a,b,c	3.42
	ing		Control	8.53	3.44
		İ			
VII	Relation-		PCEE	6.73	1.39.
	ships	10.89 p∢.005	P-S	6.48 a,b	1.72
1		1	Control	ชี.26	1.54
ł		}	Concror	0.20	1.54
	Numbers	l	PCEE	0.00	
VIII	Numbers	l		8.69	3.71
•		20.78 p∢.005	P-S	8.78 b,d	4.05
!			Control	7.04	4.12
i i					
Total		l	PCEE	54.98	11.40
l		31.68 p<.005	P-S	53.97 a,b.d	
ł		1	Control	48.23	13.68
1					
		<u> </u>			

Entering kindergarterers were identified as belonging to one of three groups: PCFF = hupils who has participated in the first project year oregram (N=681); pupils with Pre-School Experience (N=279); unl. Control = pupils with no preschool experience of any kind (N=302).

Results of the Nuncan's Multiple Pange Tests are given in the following codes:

- a = the PCEE me in was statistically significantly higher than the proschool group mea.
- b = the PCEE mean was statist.. Hilv significantly higher
- than the control group mean c = the Preschool mean was statistically significantly

 - the Preschool was was state that if y significantly higher than the ECFG proud nown of the the Preschool will was or the totally significantly higher than the source was prafistically significantly higher than the source group mean.
 - f = the Control group mean was statustically significantly higher thin the preschool group mean.

ON THOSE SUBTESTS (measuring the areas of Picture Vocabulary, Letters, Picture Description, Human Figure Drawing, Numbers, and Total Readiness), both the Saturday School and Pre-School groups had higher mean scores than the group with no preschool experience.

ON THE RELATIONSHIPS SUBTEST, only the Saturday School group had a higher mean score than either of the other two groups.

ON THE HUMAN FIGURE DRAWING AND RELA-TIONSHIPS SUB-TESTS as well as on the TOTAL TEST, the Saturday School group means exceeded those of the preschool group.



SELF-ESTEEM

ALL SATURDAY SCHOOL STUDENTS were rated by their teachers on five-point scales taken from Coopersmith's Behavior Rating Form (1967). Ratings were made at both the beginning and the end of the program year. The results of the analyses of these ratings are in Table 4.

A Summar, of Initia	and Fin	Table 4 al Telio: (<u>%</u> =755)		ngs of P	upils'S	Self-E	steem
Item		Me an #	Standar Deviati		р	Defi N	clent
1. Child adapte							·
easily to rew it ations, feet	Intital	1.42	39			122	16
fortable in 🙉	1			10.36	<.01	122	
settings, artare easily into new activities	Fir.11	3.76	.51			60	8
2. Chird becomes							
upset by filling or other string	Initia.	2.63	. 90			84	11
stres es as evi-		2.70	~ ~	2.01	<.05	0-	
dence ity clonger havior as poli- ing, whining a withdrawing	Firal	2.70	.93			85	11
3. Child seems	!						
much support it:							
reassurance from his pears or the	initial	2.51	.83			88	12
teacher, as is svi-	1			5.34	<.01		
denced by deeking their nearner, or	Firal	2.72	. 8 6			69	9
frequent inquirtes as to whether he is doing well	4	4					
4. Child arm							
ally seeks a en- tion, as extenses	Iritiah	2.80	. 98			88	12
by such Lehaviors	1-1			4.50	<.01		
as speaking but of turn and making unnecessary number	Final	2.97	. 97			57	8
5. Extent to which							
child show a sense of .f-	'r 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	2 10	. 88			1.60	
sense :: ::- esteem, soif-re-	Iririal	3.19	.00	10.93	<.01	140	19
spect. In larger is ation of his wn. worthings.	710	3.57	91	,,		91	12

Deficierty was determined as a rating of less than "3" on each fivepoint state.

THE TABLE SHOWS that by the end of the year, the Saturday School students were rated as adapting more easily to new situations, becoming less upset by failures, seeking less support and attention, and showing a greater sense of self-esteem than had been the case at the beginning of the year. These inferences are based on both the statistically significant paired observation t test results and the generally decreasing proportions of pupils judged to be initially deficient on the scales.



SELF-ESTEEM FOLLOW-UP KINDERGARTEN COMPARISONS were made between:
Saturday School students,
pupils who had other preschool experiences, and
pupils who had no previous preschool experience of any kind.

THE CRITERION used was kindergarten teacher ratings on the five-point Self- . Esteem scales. The results of these analyses are in Table 5.

	Table	5		
Results of Analyse Tests with Extens Kindergarten Pu and on "The R	nor for Unequ	di Replicat n "The Selt	tions for En	tering
Item	P	Group ^l	X and Duncan's Results ²	Standard Deviation
SELF ESTEEM SCALE				
1. Child adapts easily to new situations, feels confortable in new settings, enters easily into new activities	1.90 n.s.	PCEE P-S Control	3.79 3.78 3.60	. 86 . 95 . 93
 Child becomes up- set by failure or other strong stress 	<1 n.s.	PCEE P-S Control	3.86 3.88 3.85	. 94 . 86 . 96
3. Child seeks much support and re- assurance from his peers or the teacher	1.24 n.s.	PCEE P-S Control	3.73 3.72 3.62	.98 .99 1.03
- Child continually seeks attention	4.60 p<.025	PCEE P-S Control	4.01 3.76 a,b 3.94	1.01 1.15 1.09
5. Extent to which child shows a sense of self esteem	4.78 p<.01	PCEE P-S Control	3.42 3.56 c,d 3.29	.96 1.00 .97

Note: Explanation of references may be found with Table 3.

There were NO STATISTICALLY SIGNIFICANT DIFFERENCES among the three groups on three of the five scales: those dealing with adaptation to new situations, reaction to failure, and seeking of support.

ON TWO OF THE SCALES THERE WERE DIFFERENCES. Former Saturday School students were seen as seeking less attention than both preschool pupils and pupils with no preschool experience.

PUPILS WITH OTHER PRESCHOOL EXPERIENCE, however, were rated higher by their kindergarten teachers on overall self-esteem than both Saturday School students and students with no preschool experience. It should be noted that these differences, while statistically significant, were quite small. The greatest differences in means between any two of the three groups was .27 on a five-point scale.



Those With Problems Affecting Their Learning

THE TOTAL GROUP

This group included ALL OF THE CHILDREN WHO WERE DIAGNOSED AS HAVING PROBLEMS due to environmental or biological factors including: emotional disorders, learning disabilities, low intellectual functioning, mental retardation, experiential deprivation, and physical disabilities. In the first project year 347 pupils were identified by consultant specialists as belonging to this group. (They were identified in Table 6 as the Primary Target Group.)

Responsiveness, Attainments, and Attitudes

These pupils were rated by their teachers on their:

Responsiveness to Learning Activities

Attainment of Objectives, and

Attitudes Towards Saturday School

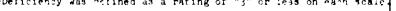
during their first and last home teaching sessions.

The results of these ratings may be found in Table 6.

Table 5

A Summary of Initial and Final Ratings of Target Group PCFF Pupils by Their Teachers on Wilconsiveness to Learning Activities, Amigvement of Conlepts in Home-Teaching Sessions, and Attitudes Toward Saturday School (%=330)

Item		Me an	Standard Deviation	-	Р	Defi N	cient*
Responsiveness to Learning Activities							
a. Outgoing vs.	Initial Final	3.29 4.25	1.26 .87	14.62	<.01	181 60	55 18
b. Cooperative vs.uncooperative	Initial Final	3.60 4.41	1.15	12.26	<.01	149 34	45 10
c. Talkative vs. hesitant	Initial Final	3.18 4.21	1.30	14.54	<.01	193 67	58 20
d. Interested vs.disinterested	Initial Final	3.91 4.55	1.05 .65	11.73	<.01	115 22	35 7
e. Attentive vs.distracted	Initial Final	3.69 4.51	1.19	11 30	<.01	134 35	40 11
Achievement of Concepts a Attained all vs. none of the objectives	Initial Pinal	3.74 4.49	1.98 .75	11.70	4 .01	134 35	40 11
Attitude toward Saturday Const. a. Positive v. negative	Initial Pinal	3.84 4.65	1.08 .64	13.07	4. 01	121	37 7







THESE STUDENTS (the Primary Target Group) RATED SIGNIFICANTLY HIGHER on all items at the time of their last teaching session than they did at their first teaching session. Far fewer of them were judged by their teachers to be deficient in these traits at the end of the year than had been the case at the beginning of the year. Initially, from 35% to 58% of this group were rated as being deficient. By the end of the program year, fewer than 20% were rated as deficient in any one area.

THE LEARNING DISABLED

OF THE 22 PUPILS diagnosed as "Learning Disabled" by the consultant specialist, 18 received a diagnostic battery consisting of five tests in the fall and again at the end of the program year. The results of the test comparisons are found in Table 7.

Result	Table 7- Results of Further Screening and Final Testing of Pupils									
Name of	Id	Number of Pupils Given Test	be form	Ltandara Leviation	led.	р	Range o			
Beery	Pre Post	18 18	50.33 61.77	9.85 12.67	5.78	∠.01	33-66 36-86			
Peabody	Pre Post	18 13	58.11 76.72	13.73 15.27	4.33	4.01	38-94 39-10			
Goodénough	Pre . Post	17 17	75.47 93.82	9.87 16.24	3.64	4.91	58 - 92 70 - 131			
Os eret sky	Pre Post	13 13	59.54 79.77	7.93 7.11	7.59	_ 01	47-75 68-91			
Sievers	Pre Post	18 13	46.39 74.72	6.97 9.22	12.26	<.01	35-56 41-79			
	is t	lts of tests he Goodenoug a mean of l	sh-darri	s which yie	lds a st	andard	ception			

As can be seen ON THE FIRST ADMINISTRATION, learning disabled pupils scored, on the average, at approximately normal levels for their age on the Peabody Picture Vocabulary Test (1959), and Oseratsky Motor Proficiency Tests (1969). At the same time, they scored considerably below the average on the Goodenough-Harris Drawing (1963) and Sievers Differential Language Facility tests and somewhat below average on the Beery Visual Motor Integration (1967) test.

THE RESULTS CETAINED IN THE FOLLOW-UP BATTERY show that there were statistically significant changes in all tests. Pupils achieved scores considerably above average on the Peabody, Oseretsky, and Sievers tests. They scored at approximately average levels on the Beery and somewhat below average on the Goodenough-Harris test.



LOW INTELLECTUAL FUNCTIONING OF MONIMALLY RETARDED

OF 33 PUPILS REFERRED for psychological evaluation because of apparent low intellectual functioning or mental retardation on the basis of scores on the Slosson, 28 were further tested using the Stanford-Binet Intelligence Test (1960) and the Vineland Social Maturity Scale (1953).

Of these students, ELEVEN WERE DIAGNOSED AS FALLING WITHIN THE LEVELS of borderline retardation or mild retardation as defined by the AAMD. Eight of these eleven pupils were retested at the end of the program year. Comparison of the initial and final testings indicated:

Stanford-Binet Intelligence Test - The mean mental age for this group was 41.63 ronths on the first administration while the standard deviation was 4.68 mental age units. The scores ranged from 32 to 46 months. The mean on the second aministration of the test was 53.75 months and the standard deviation was 3.87 months. The comparison made between the two means for these eight pupils yielded a paired comparisons t of 2.94 (p<.05).

Vineland Social Maturity Scale - The mean social age received on the first administration of this test was 51 months and the standard deviation was 8.48 months. The mean on the second administration of the test was 60.29 months and the standard deviation was 8.38 months. The paired observations t test comparing the two means was 2.76 (p<.05).

IN SUMMARY, OF THE 33 STUDENTS REFERRED FOR PSYCHOLOGICAL EVALUATION ONLY THREE FELL WITHIN THE LEVELS OF BO. DERLINE RETARDATION ON THE FINAL TESTING. The consultant specialist for mental retardation, in reviewing these findings, stated that they would seem to indicate that the initial test performances of the children (which were indicative of low intellectual capacity) were reflecting limitations in performance rather than capacity. Stated differently, the results of the first test administration possibly—flected the debilitating effects of early disabilities and/or lack of opportunities for learning experiences.

GIVEN A PROGRAM FOCUSED ON INDIVIDUAL NEEDS, THESE CHILDREN RE-VEALED THAT THEY WERE ABLE TO LEARN. In addition, they were able to communicate these learnings on their follow up test protocols.



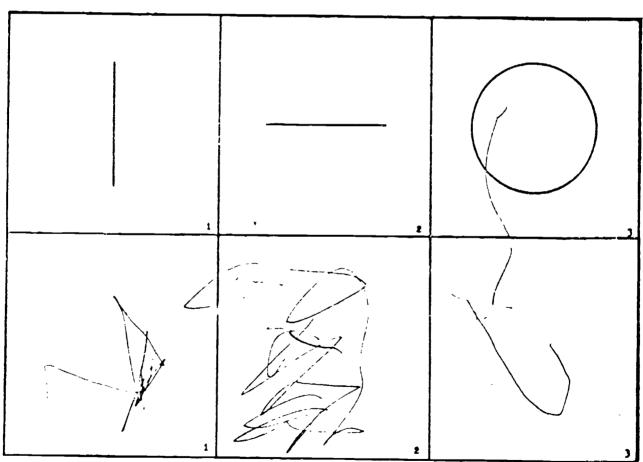
EMOTIONALLY MANDICAPPED

OF THE 289 SATURDAY SCHOOL STUDENTS IDENTIFIED AS HAVING EMOTIONAL PROBLEMS, 241 remained in the PCEE Program until the end of the year. Of these, 239 pupils entered kindergarten in the school district in the fall, 1972.

RATINGS TAKEN A YEAR APART by both parents and teachers are summarized on the following two pages.



A page from the Beery Test administered to one of these students.



Copyright, 1964, Keith E. Beery and Norman A. Buktenica, Chicago



Comparison Ratings by Their Parents: One Year Apart

OF THE 239 PUPILS IDENTIFIED AS EMOTIONALLY HANDICAPPED, 223 were rated by their parents on 16 three-point items from the Glidewell Scale (1959) at the time of their entry into the Saturday School Program and again, one year later, at the time of entry into kindergarten. The comparisons of the parent ratings are shown in Table 8.

THE RESULTS SHOW that PCEE pupils identified as having emotional problems were rated by their parents as having significantly lower symptomology upon entry into kindergarten than had been the case upon entry into the PCEE Program one year earlier.

POINT RATING SCALES, the means were significantly lower upon entry into kindergarten and there were also fewer pupils rated as displaying above average symptomology than there were upon entry into the four year old program.

IT MAY BE CONCLUDED that Saturday School students identified as having emotional problems substantially improved in the areas of interpersonal interaction, psychophysical symptoms and behaviors as assessed by their parents.

Table 8

Summary of Results Comparing Parents' Ratings of the Glidewell Items for PCEE Pupils Identified as Having Emotional Problems at the Time of Entry Into the PCEE Program and Upon Entry Into Kindergarten (N=223)

			Mean	Standard Deviation	t	p		on rated about symptomology
			mean	PANIECTON	τ			
1.	Fating (too	1971	.90	.72			161	68
	much or too	1972	.62	. 65	-5.22	<.01	120	54
	little)							•
2.	Sleeping(too	1971	. 46	. € 2	-4.74	- 01	92	39
	much or too	1972	. 26	. 49	-4./4	€.01	5.3	24
	little)							
3.	Stomach ir-	1971	. 29	.50	. 1		64	27
	regularities	1972	. 27	. 48	< 1	n.s.	56	25
4.	Getting	1971	1.09	.70	-6.39	<.01	187	79
	along with	1972	.70	. 6 9	,		130	59
	children							
5.	Getting	1971	1.00	. 7 7	-7.46	c.01	165	70
	along with adults	1972	.53	.76	, •	••••	89	40
6.	Unusual	1971	. 61	.62	-4.79	4 01	127	54
	fears .	1972	. 36	. 65	~4./7	4.01	71	32
7.	Nervousness	1971	.45	. 55	2 22		100	42
		1972	. 36	.53	-2.23	₹.05	73	33
8.	Thumbsucking	1971	.50	. 81		- 0.	69	29
		1972	.40	. 73	-3.11	₹.01	56	25
9.	Overactivity	1971	. 68	.74	-5.50	₽ 01	121	51
		1972	.43	.63	~5.50	4.01	81	36
٥.	Daydreaming	1971	.45	. 53			105	44
		1972	.36	. 51	-2.42	4.05	78	35
1.	Temper	1971	.86	. 56	-5.88	- Δ1	176	74
	Tantrums	1972	.62	. 56	-3.00		151	68
2.	Crying	1971	.96	. 58	-4.36	4 07	198	84
		1972	. 79	. 57	-4.36	₹.01	160	71
3.	Lying	1971	.62	. 53	-2.94	. 01	140	
	-	1972	.51	. 54	-4.94	₹.01	110	49
4.	Tearing or	1971	62	.52	_7 04		140	59
	breaking	1972	. 31	- 47	-7.94	₹.01	68	30
	things							
5.	Wetting	1971	.55	. 73	-4.23	. 01	96	40
		1972	. 37	. 6 4	-4.23	€.71	63	28
5.	Speech	1971	.54	.69	_7 01		98	41
		1972.	. 23	.53	-7.81	4.01	41	18

Above average symptomology was defined as a rating of "1" or "2" on each three-point reals.



22

ď

Ratings by Saturday School and Kindergarten Teachers: A Year Apart

THE 239 PUPILS identified as emotionally handicapped were rated by their teachers on those rive items of the "Kindergarten School Adjustment Scale" which were identical to the items of the "Nursery School Adjustment Scale." Comparisons were made for these pupils between ratings made at the time of entry into the Saturday School program and exit from the four year old program and at the time of entry into kindergarten. The results of these comparisons are given in Table 9.

	nitial, Fina e Nursery an ale for Pupi	d Kinde ls Iden	rgarten	School	Adjust		on ~
		Mean	Standa: Deviat:			Deficient*	
1. Re ationships with lears	Initial Final Follow-Up	3.06 3.63 3.86	1.06 1 13 .97	7.91 2.34	<.01 <.05	6 8 36 19	2 8 1 5
2. Relationships with Teachers	Initial Final Follow-Up	3.24 3.71 3.80		6.99 1.09	<.01 n.s.	53 30 20	22 12
3. Creative Use of Individual Activities	Initial Final Follow-Up	3.38 4.09 3.90	1.00 .90 .92	10.51 -2.01		39 9 14	16 4 6
4. Sigrs of Be- havioral Immaturity	Initial Final Follow-Up	3.41 3.90 3.92		7.15 2.1	<.01 n.s.	46 16 31	19 7 13
5. Signs of Be- havioral Ecre ntricity	Initial Final Fol ow-Up	3.56 3.80 3.94	1.10 1.02 1.04	3.65 1.62	<.01 n.s.	37 28 24	15 12 10

IT WAS FOUND THAT AT THE END OF THE SATURDAY SCHOOL YEAR pupils identified as having emotional problems were rated by their Saturday School teachers as having improved relationships with both their peers and their teachers; being more creative in their use of individual activities; and, showing fewer signs of behavioral immaturity and eccentricity as compared with their initial ratings.

AT THE TIME OF ENTRY INTO KINDERGARTEN, these pupils generally maintained the gains they had made upon exit from the program in the areas of relationships with teachers and showing signs of behavioral immaturity and eccentricity. In the areas of relationships with peers, these pupils were rated somewhat higher by their kindergarten teachers than they had been at the end of the Saturday School year, and in the area concerning the creative use of individual activities, they were rated somewhat lower. These findings may be inferred from both the results of the paired observations t tests with their att. dant means and the differences in the proportions of pupils found to be deficient on the items at the three rating times.



The Parents Rated: at Home and School

Ar Teaching Assistants

SIX HUNDRED AND SEVENTY PARENTS PARTICIPATED AS TEACHING ASSISTANTS in Saturday School over a sufficiently long enough time to be rated by teachers at both the beginning and end of the program year on their use of appropriate teaching techniques and their accomplishing of the task objective? assigned to them. The comparisons of initial and final teachings of parents are given in Table 10.

Saturday School (N=679)							
Item 1. On time for planning session	Initial Final	Mean 1.93 1.93	Standard Deviation +		р	Deficient	
			. 26	41	n.s.	48	7 7
2. Willing vs. unwilling to participate	Initial Pinal	4.22 4.50		7.99	<.01	175 83	26 12
3. Used appro- pr'ate vs. in- appropriate teaching techniques	Initial Pinal	4.02 4.41	.85 .75	15.15	∢.01	186 89	28 13
4 Used posi- tive vs. nega- tive reinforce- ment	Initial Final	4.04	.90 .77	14.44	<.01	181 92	27 14
	Initial Pinal	4.27 4.61	.83 .66	13.19	∢.01	1 32 57	20 9

IT MAY BE SEEN IN THE TABLE that over 70% of the parents participating in Saturday School were initially judged to be using appropriate techniques and accomplishing the tasks assigned to them. An even larger majority, more than 85%, of these parents were judged to be performing adequately during the final sessions of Saturday School. There were statistically significant changes in the direction of greater use of appropriate teaching techniques and positive reinforcement as well as in parent accomplishment of the tasks assigned.



During Home Teaching Visits

EACH PARENT RECEIVING HCME VISITS was rated by the teacher on her attitudes toward the teaching session, the teacher, and the child at the beginning and end of the program year. A total of 704 parents were rated twice. The results of the comparisons made during the first or second home visit in the fall, 1971 and the last home visit in the spring, 1972 are given in Table 11.

				Standar	đ		Defic	ient
Item			Mean	Deviati	on t	P	N	•
Parent attitude toward teacher sessions								
a. Positive vs. negative	Initial Final	, 704	4.17 4.62	.92 .66	11.47	<.01	176 6 2	25 9
b. Interested vs. disinterested	Initial Final	703	4.17 4.15	.92 .76	9.41	∢.01	175 70	25 10
c. Self-confident vs. lacking self- confidence	Initial Final	703	3.74 4.43	1.03	16.17	د.01	290 101	41 14
Parent interaction with child								
a. Accepting vs. unaccepting	Initial Final	702	3.94 4.51	.94 .73	14.42	<.01	228 78	33 11
b. Aware vs.	Initial Pinal	702	3.50 4.21	1.03	16.33	€.01	342 176	49 25
c. Motivation pos- itive vz. negative	Initial Final	702	3.62 4.30	.97 .84	16.59	·.01	323 128	46 18
d. Reinforcement positive vs. nega- tive	Initial Pinal	702	3.57 4 29	.97 .83	17.35	<.01	347 128	49 14
s. Competent vs. incompetent	Initial Pinal	702	3.74 4.41	.97 .80	17.42	4.01	288 106	41 15
Parent relation- Ship with teacher								
m. Priendly vm. Unfriendly	Initial Pi nal	702	4.35 4.77	.81 .56	12.79	<.01	128 34	1 8
o. Cooperative vs. uncooperative	Ini .al	702	4.32 6 65	. 84 . 72	8.63	<.01	140 61	20
c. At ease vs.	Initial Pinal	701	4.07	.97	14.12	∢.01	207 62	30

The interpretation of Table 11 is on the following page.







IT WAS FOUND THAT INITIALLY:

- a. Parents were rated by teac's as being mainly positive toward, and interested in, the teaching session both initially and finally. The large majority of parents were rated both times as being friendly toward, cooperative, and at ease with teachers.
- b. A relatively large number of parents, however, were found to be deficient in their attitudes toward, and modes of interacting with, their children at the beginning of the program year.
- c. About one-third were rated as being insufficiently accepting of their children and nearly one-half were rated as being deficient in their awareness of their children's needs.
- d. Approximately one-half were rated as using inappropriate reinforcement and motivation techniques.
- e. A little less than one-half were rated as not being competent in their interaction with children during the first home teaching session.

LARGE SHIFTS WERE OBSERVED in the summary of final ratings:

In ALL cases there were statistically significant changes in the direction of:

more positive attitudes toward the teaching session, better modes of interacting with children, and better relationships with teachers.

Concomitantly, there were large decreases in the proportions of parents judged to be deficient, especially in the areas of parental self-confidence and use of appropriate interactive techniques with children.



2€

TEACHER RATINGS OF PARENTS OF EMOTIONALLY HANDICAPPED PUPILS

THE PARENTS of 225 of the 242 pupils identified as having emotional problems who stayed in the program until the end of the year were rated by their child's teacher on three five-point rating scales tapping parental interaction with their children both during the first and last home teaching sessions of the program year. The results of the comparisons between initial and final ratings may be found in Table 12

Table 12	
A Summary of Initial and Final Teacher Ratings of Parents' Interactions With Those Children Who Have Been Identified as having Emotional Problems (N=225)	

Rating Scale		Me an	Standard Deviation	t	р	De fi N	cient*
Aware vs. una-	Initial	3.28	1.03	.0.07		50	22
ware of child's needs	Pinal	4.06	. 90	10.07	<.01	7	3
Positive vs. negative motivation	Initial	3.48	1.00	10.11	∢.01	30	13
	Final	4.20	.81			5	2
Positive vs.	Initial	3.44	1.00			30	13
negative reinforcement	Final	4.21	80	10.75	4.01	ų	2

*Definitional was determined as a rating of "2" or less on each five-point scale.

THE RESULTS SHOW that the vast majority (93% to 96%) of parents of pupils identified as having emotional problems were judged by their children's teachers to be aware of the child's needs and to be using appropriate motivation and reinforcement techniques at the end of the year as compared to only 78% to 87% so rated at the beginning of the program year. There were also statistically significantly higher mean ratings observed on all three scales at the time of final ratings compared to those made initially.



The Teachers: A Report Card

Teacher Competencies

ALL SATURDAY SCHOOL TEACHERS were rated by the project director at the beginning and end of the project year on their use of appropriate motivational techniques, awareness of children's needs, and accomplishment of task objective. The results of these initial and final ratings are summarized in Table 13.

	ble 13					
on at the	Beginn	ing and	rua or	the Fir	st	
		Standar	1	-	efici N	ent
	Mean	peviatio	on c	<u> </u>	<u> </u>	
Initial	3.56	.64	10.00	4 01	11	44
Final	4.44	. 70	10.00	2.01	3	12
Initial	3.60	.57		. 01	9	36
	4.32	.68	6.40	4.01	3	12
1 2 2	•••					
Initial	3.76	.65		. 01	7	28
Final	4.44	.57	5.00	4.01	1	4
Trieiel	3.72	.63			8	32
	4.44	.57	4.27	4.01	1	4
Initial	3.40	.57		. 01	14	56
	3.84	. 37	4.00	4.01	4	16
	- · - -					
	Initial Final Initial Final Initial Final Initial Final Initial Final	Mean Initial 3.56 Final 4.44 Initial 3.76 Final 4.44 Initial 3.76 Final 4.44 Initial 3.72 Final 4.44 Initial 3.72 Final 3.84	Ratings Made By the I	Ratings Made By the Project tol at the Beginning and End of Project Year (N=25) Standard Mean Deviation t	Ratings Made By the Project Direct	Ratings Made By the Project Director in at the Beginning and End of the First Project Year (N=25) Standard Mean Deviation t P N

THE RATINGS INDICATED that while at the beginning of the first year of project operation from one-fourth to more than one-half of the teachers were judged to be deficient on the items of the Teacher Rating Scale, at the end of the year most of these teachers had sufficiently changed so as to be no longer rated as deficient. The results also show that there were statistically significant changes on all scales in the direction of more positive final ratings.



Relationships With Pirrents

ALL SATURDAY SCHOOL TEACHERS were rated by the project director both at the beginning and end of the project year on their modes of interacting with parents and on their effectiveness in demonstrating appropriate teaching techniques to parents. The comparisons of these initial and final ratings are given in Table 14.

	Table 1	.4				
Summary of Ratings of Teachers' Interaction With Parents in Saturday School at the Beginning and End of the Pirst Project Year (M=25)						
	Standard Mean Deviation t				Deficier	
Initial Final	3.72 4.28	.60 .60	4.33	<.01	7 2	28
Initial Final	3.76 4.52	. 59 . 64	■.00	<01	8 2	32 8
Initial Final	3.56 4.32	. 70 . 68	4.53	<.01	12 3	48 12
Initial Final	3.68 4.44	.68 .57	4.53	<.01	9	36 4
	Initial Final Initial Final Initial Final	Initial 3.76 Final 4.52 Initial 3.76 Final 4.52 Initial 3.66 Final 4.32	Standard First Project Year (N= Pirst Project Year (N= Perst Project	Standard Standard	Standard Standard	Standard Standard

THE TABLE SHOWS that, again, one-fourth to one-half of the teachers were judged to be deficient in the areas rated initially, but that by the end of the year fewer than 15% of the teachers were found to be deficient in their interactions with parents. In addition, statistically significant changes were found on all scales showing teachers to be interacting more positively with parents at the end of the project year than at the beginning.



The Findings: A Summary

THE RESULTS WHICH HAVE BEEN PRESENTED clearly indicate that the Saturday School Program has been effective with students, parents, and teachers.

THE STUDENTS, as a whole, have shown growth both in cognitive and affective areas of development. Preliminary follow-up has shown these skills to be maintained. Special assistance to the handicapped, whether they have evidenced emotional or learning difficulties, has resulted in the amelioration of these problems.

THE PARENTS, as a group, have shown increasingly positive modes of perceiving and interacting with their children. They have shown appropriate teaching techniques including reinforcement procedures and accomplishment of task objectives.

THE TEACHERS were found to have increased their use of appropriate teaching techniques and in the positiveness of their relationships with children and parents. Continual teacher planning and assistance by consultants have aided this staff development.

While it has not proven possible to change 100% of each group on every aspect measured, THE PROGRAM has apparently effected CONSIDERABLE CHANGE in the VAST MAJORITY OF PUPILS, PARENTS, AND TEACHERS INVOLVED IN IT.

THE EVALUATION OF ALL COMPONENTS OF THE PROJECT WILL CONTINUE for the next one and one-half years. This evaluation will include not only each new group of pupils and parents in the Saturday School Program, but it will also be broadened in scope to follow up the pupils as they progress into the primary program. Where possible, attempts will be made to also gather data on parents after they have left the program.

ERIC*

REFERENCES

- Ahr, A.E., <u>Screening Test of Academi Readiness (STAR)</u>. Skokie, Illinois: <u>Priority Innovations</u>, 1966.
- Beery, K.E. and Buktenica, N.A., <u>Developmental Test of Visual-Motor Integration</u>. Chicago: Follett Educational Corporation, 1967.
- Coopersmith, S., The Antecedent of Self-Esteem. San Francisco: W. H. Freeman, 1967.
- Doll, Edgar A., Oseretzky Test of Motor Proficiency. Circle Pines, Minnesota: American Guidance Service, 1969.
- 5. Doll, E.A., "Vineland Social Maturity Scale." Measurement of Social Competence. Minneapolis, Minnesota: Educational Publishers, 1953.
- 6. Dunn, L.M., Peabody Picture Vocabulary Test. Minneapolis, Minnesota: American Guidanca Service, 1959.
- Glidewell, John C.; Gildea, Margaret C. L.; Domke, H.R. and Kantor, Mildred B., Behavior Sumptoms in Children and Adjustment in Public School. <u>Human Organizations</u>, 18 (3), 1959.
- 8. Harris, D.B., Children's Drawings as Measures of Intellectual Maturity: A Revision and Extension of the Goodenough Draw-A-Man Test. New York: Harcourt, Brace, and World, 1963.
- 9. Sievers, Dorothy, Sievers Differential Test of Language Facility. Unpublished Dissertation, 1957
- Slosson, R.L., <u>Slosson Intelligence Test</u>. East Aurora, New York: Slosson Educational Publications, 1971.
- Terman, L.M. and Merrell, M.A., Revised Stanford-Binet Intelligence Scale. Boston: Houghton Mifflin, 1960.
- Westman, Jack C.; Rice, Dale L.; and Bermann, Eric, Nursery School Behavior and Later School Adjustment. American Journal of Ortho-psychiatry, 1967, 37 (4), 725-31.
- Winer, B.S., Statistical Principles in Experimental Design. New York: McGraw-Hill, 1971.



February 18,1973

Sear Daturday School Servetor - ithought is would take there approach (durantee) serve I didn't know whether you are where, Three or me.

To approach the faturely blue

Programes a few unteress would

be next to impossible, but I will

try. Frankly, when I first hard

of the program I was willing to

"Lay," The needest?" fevely the diese

"The area have many height

and what would the frogram add?

I've rack will the frogram add?

Conne has hearned so many

Theirs in the froger manner,

and presented in each a way

and presented in each a way

One Mother's Response:

that it would seem just a natural fragression of facts and not a drumous in digue of approach. If we shall make melity of well grained individuals such o rebelly what to impart knowledge to these spring diger minds.

They only reget is dot Connice seems visited reve and mitted a higher mind from and mitted a higher my create as she has, she is surtainly gring to find cohool. Thank ally gring to find cohool wark that fact made their fragression and have of preparation and have a preparation and the fragression and the fragression and the fragression and the fragression and the fragression and the fragression and the fragression and the fragression and the springer as we for a premary Cheldren and me for and find the fragression and the springer as we for a springer of the fragression and the springer of

Title III, Sec 306, ESEA

The project presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Haelth, Education, and Welfare. Nowever, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred. 1972.

FERGUSON-PLORISSANT SCHOOL DISTRICT Parent-Child Early Education Program 655 January Avenue Ferguson, Missouri 63135 St. Louis County (314) 521-2000

Warren M. Brown, Superintendent Doris M. Stumpe, Assistant Superintendent Elementary Education

Marian M. Wilson, Project Director Marian K. Beebe, Project Disseminator



APPENDIX F

AN ANALYSIS OF FIRST GRADE STANFORD EARLY SCHOOL ACHIEVEMENT SCORES IN THE FERGUSON-FLORIJSANT SCHOOL DISTRICT

INTRODUCTION

During September, 1973 the SESAT Level II was administered to first grade grade students in the Ferguson-Florissant School District. The purpose of this study was to examine the results of that testing program. Specifically, this study was designed to determine the effects of reading instruction at the pre-school and Kindergarten level on the reading achievement of beginning first grade students.

PROCEDURE

The attached table contains scores on the SESAT Level II administered to first grade students included in the study. Student scores on both the Word Reading and Sentence Reading sub-tests are grouped in frequency catagories according to stanines. Also included on the table are the expected frequencies at each stanine level for both sub-tests. Those frequencies were obtained using a stanine conversion table based on normal curve percentages. Given a normal distribution, for example, 4 per cent or approximately 30 of the 741 students who took the Word Reading sub-test would be expected to score at the 8th stanine, 89 would be expected to score at the 7th stanine, etc. Expected frequencies were similiarly computed for each stanine level by multiplying the conversion percentage by the total number of students who took each sub-test. Using this method observed and expected frequencies were compared at each stanine level using a Chi-square technique.



RESULTS AND INTERPRETATION

The value of Chi-square calculated for both sub-tests was greater than the critical value necessary for significance at the .001 level. The differences, then, between the observed and expected frequencies are statistically significant.

In the case of the Chi-square test, it is necessary to examine raw data to determine the direction of the differences. In order for the direction of the differences to be in favor of the observed or actual scores, the observed frequencies at stanines 6 through 9 should be higher than the expected frequencies while the observed frequencies at stanines 1 through 4 should be lower than the expected frequencies.

The attached table shows that the differences on the Word Reading sub-test are in the direction of higher observed frequencies at the upper stanines indicating that the observed scores are significantly higher than the expected scores. The observed frequencies in fact show a straight linear progression from the lowest to the highest stanine, i.e. the fewest scores fall at the first stanine while the remaining scores increase proportionately with an increase in the stanine level.

The scores on the Sentence Reading sub-test do not fall into the same pattern. It is clear from the raw data, however, that the observed and actual scores are for the most part higher than the expected scores at the upper stanines. Of the 643 students who took the Sentence Reading sub-tests, for example, 180 scores were at the 9th stanine. The expected frequency at the 9th stanine for 643 students is 25.72. Obviously the difference between the observed and expected frequencies at this stanine level accounts for much of the overall difference between frequencies on the Sentence Reading sub-test.



On the same sub-test, 398 scores fell above the 5th stanine. Given a normal distribution, 257.20 scores would be expected to fall above this average range. That clearly indicates that a significant number of students scored at above average levels on the Sentence Reading sub-test. Only 177 of the 643 students who took the Sentence Reading sub-test scored below the 5th stanine. Again, given a normal distribution, 257.20 of the students who took the sub-test would be expected to score below the average range.

CONCLUSIONS

It is possible to conclude from this analysis of the data that the first grade students who took the SESAT Level II scored at levels significantly higher than might ordinarily be expected of students at the same age and grade level. The reason for the difference between the observed and expected scores is open to interpretation. The results strongly suggest, however, that reading instruction at the Kindergarten level is resulting in significantly higher levels of reading achievement at the beginning of the first grade. Since a number of the students included in the SESAT testing also participated in the Saturday School Program, it is not possible to attribute the higher scores solely to the Kindergarten reading program. Since the Saturday School Program provides for the development of prerequisite reading skills, a combination of both programe probably resulted in the higher scores. In any case, it is clear that students entering the first grade are demonstrating a high level of reading achievement.



A COMPARISON OF OBSERVED AND EXPECTED FREQUENCIES ON THE SESAT LEVEL II

ADMINISTERED IN SEPTEMBER, 1973

			d Reading	Sentence Reading			
Stanine	Conversion Percentage		re Expected Score	Observed Score	Expected Score		
9	.04	190	29.64	180	25.72		
8	.07	131	51.87	65	45.01		
7	.12	130	88.92	71	77.16		
6	.17	101	125.97	82	109.31		
5	.20	78	148.20	68	128.60		
4	.17	58	125.97	77	109.31		
3	.12	23	88.92	39	77.16		
2	.07	21	51.87	36	45.01		
1 .	.04	9	29.64	25	25.72		
			-	_			
		741	741.00	643	` 643.∞		



STATE DEPARTMENT OF EDUCATION
Special Education Section
Jefferson Building
Jefferson City, Missouri

* * * * * * * * * * * *

Regulations Governing the Securing of State Aid for Special Classes for Exceptional Children

+970

REMEDIAL READING

I. THE REMEDIAL READING PROGRAM

The purpose of this bulletin is to indicate the means of providing special instruction for pupils with deficient reading skills and the procedures of meeting the legal requirements for state aid for such instruction. (See Senate Bill 15, 74th General Assembly, Sections 163.151, 178.260, and 178.270, Missouri School Law.)

A school board establishing special classes in remedial reading for the first time should notify the State Department o. Education (Section of Special Education) before July first of its intention to establish such a class or classes.

II. ELIGIBILITY OF PUPILS

Pupils possessing deficient reading skills in relation to their reading potential may be considered as candidates for this program. Pupils suspected of needing remedial reading services should be referred for a comprehensive diagnostic evaluation. Assessment should be made in at least the following areas: intellectual, visual and hearing acuity, visual and auditory discrimination, and reading achievement. On the basis of the diagnostic findings a placement committee consisting of the remedial reading teacher, regular class teachers, the administrative officer of the school, and other selected personnel shall determine the eligibility of each pupil referred. Although, many factors go into determining a pupil's eligibility for remedial reading, in the final analysis there must be a reading deficiency in relation to their reading potential.

The reading deficit for any given pupil may be determined by comparing the pupil's actual reading achievement with his projected reading expectancy.

Information:

Reading achievement

Reading achievement may be assessed by any of several tools available commercially for this purpose.

Reading expectancy

Reading expectancy may be determined by any of several methods, but the following formula has proven to be reliable.

I.Q. x years in school* = 1 = Reading Expectancy**



*In determining years in school, omit kindergarten.

**Guy L. Bond and Miles A. Tinker. Reading Difficulties: Their Diagnosis and Corr ction. Meredith Publishing Company; New York, New York; 1967; p.93.

Intellactual assessment

Approvab ' individual intelligence tests:

Wechsler Intell.gence Scale for Children
Stanford Binet
Peabody Picture Vocabulary Test
Slosson
Others with State Department of Education approval

lest scores can be no older than 3 years. '

Reading Def.:it Chart

 Λs an indication, pupils who exhibit the following reading deficits relative to their grade in school may be admitted to a remedial reading program.

Grade	Reading Deficit (Disability)
1.5 - 2.4	.50 of a year
2.5 - 3. · 3.5 - 5.4	.75 of a year 1.00 year
5.5 -	1.50 years
(DD)	

Readin; Delicit

(RD)

I kample:

Pending expectancy (PE) =
$$\frac{110 \times 1.2 + 1}{100}$$
 = 2.3

Reading achievement (RA) = 1.8

PE = 2.3 PA = 1.3

RD = .5

Referring to the reading deficit chart under information, we find that a pupil in grades 1.5 - 2.4 should have a reading deficit of .5 if he is to be considered for remedial reading instruction. Since our example subject does have a RD of .5, then he would be eligible for remedial reading.



III ADMISSION TO CLASSES

Based on the recommendations of a placement committee and in keeping with state eligibility requirements, pupils shall be placed for remedial reading program. Pupils shall be scheduled for regular periods of instructional work for at least twice a week and preferably more often if possible. Individualized group instruction, generally consisting of 3-6 pupils, is recommended to achieve maximum program efficiency with one-to-one instruction whenever necessary. The remedial reading teacher should be responsible for seeing that a child is removed from the remedial reading program as soon as his reading problem has been corrected.

Pupils seen as an entire group in the regular classroom in a developmental reading program shall not be considered enrolled in a remedial reading program.

IV. SIZE OF CLASS (POTENTIAL CASELOAD)

An "approved special class" in remedial reading is the "potential caseload" assigned to one full-time qualified remedial reading teacher. The "potential caseload" shall consist of 50 to 100 pupils meeting state eligibility requirements. It is not necessary for the entire "potential caseload" to be attending remedial classes at any given block of time. The "potential caseload" represents the number of pupils that will receive remedial reading services during the course of a full academic year. It will be necessary, however, to provide remedial reading instruction for no less than 30 pupils and no more than 50 pupils during any one week.

V. ADMINISTRATION AND SUPERVISION

The administrative officer (superintendent) of the school shall be responsible for the admission of children to remedial reading classes. The administrative officer, the building principal, and the special supervisors should work out with me remedial reading teacher a satisfactory plan of administration and supervision for the remedial reading program. Such a plan should include an opportunity for the remedial reading teacher to consult with parents, teachers, and specialists to whom the child may be referred.

The administrative officer shall be responsible for submitting all information required by the State Department of Education leading to program approval.

VI. RECORDS

An individual record shall be kept for each child enrolled in the remedial reading program. Information from the home, from medical sources—from classroom teachers, and from others should be included in the remedial reading ceacher's file for each child. A record of referrals—medical, psychological, and others—should be kept for each pupil in the program.

VII. CERTIFICATION STANDARDS FOR REMEDIAL READING TEACHERS

- A. Baccalaureate degree from an accredited college of university
- B. A voiid ceacher's certificate (Elementary preferred)
- C. coursework for permanent certification:



and interpretation of one or more of the following individual ability tests; the Stanford Binet, the WISC, the Slosson, or the PPVT and may include other

D. Coursework for two-year certification

tests important to a remedial reading program.

Applicant must have a Baccalaureate degree and must have completed three (3) of the courses listed above for temporary cerification.

VIII. STATE AID

The approvable caseload, as determined by the State Department of Education, in accordance with State Board regulation, is 50 to 100 children enrolled. Approved full-time programs will be apportioned at the rate of \$3,500 per year. Potential caseloads under 50 may be approved only after investigation by the State Department of Education. An approvable potential caseload submitted on or before October 15 will be used for apportionment. No program will be approved for less than half-time.



APPENDIX H

Workshop - Remedial Reading Specialists Section of Special Education Mo. State Department of Education

PLANNING FOR A REMEDIAL READING SPECIALIST PROGRAM

Doris M. Stumpe Assistant Superintendent for Elementary Education Ferguson-Florissant School District

All of us in this room recognize, I'm sure, the well accepted fact that inability to read effectively is the single most important cause of school failure. Children who have problems in learning to read, well deserve the special help which a remedial reading specialist can provide them. But setting up an effective remedial reading specialist program in the schools takes time, it requires careful planning, it takes participation by all individuals who will be affected by the program, and it takes some expert knowledge.

Many schools have inaugurated programs designed to help those children not progressing at a rate commensurate with their ability. The administration and operation of such programs differ widely; sometimes because of the belief that one administrative setup has certain advantages over another, while in other cases, perhaps, the choice is made on the basis of financial or other limiting factors. Regardless of the particular design or extent of the district's remedial reading program, certain procedures for effective implementation should be considered.

The procedures presented here in planning for a remedial reading specialist program come in part from the literature available on successful programs, and are also based, in part, on those followed this past year by the Ferguson-Florissant School District of St. Louis County in planning our remedial reading services for 17 elem stary schools. Since due to certain growth and financial conditions we have been without our program of remedial specialists for a period of some six years, we have had an opportunity in reinstating a program to avoid a few of the pitfalls we had experienced in the past. Hopefully, some of the procedures we have used could be applicable to your situation, be it old, new, or like ours, renewed.



-1-

.) , ..

"Planning for a Remedial Reading Specialist Program" will be discussed under the headings of I) Forming a Planning Committee, II) Making Crucial Administrative Provisions, III) Selecting the Remedial Teachers, IV) Providing Inservice Training, and V) Planning for Program Evaluation.

I. Forming a Planning Committee

The successful "setting up" of remedial reading services begins with the commitment of the superintendent and his staff. Support and encouragement from the superintendent goes a long, long way in stimulating any new or revised program. Such commitment must extend well beyond the fact that the program of special education is reimbursable by state funds. It must evolve from a deep concern that every child have an opportunity for maximum achievement in the essential skills of reading and, thus, in all areas of the curriculum so tremendously dependent upon mastery of this basic tool of learning. The superintendent's staff can set the planning in motion by organizing the reading committee.

The committee should include representative teachers from all instructional levels, personnel from reading related services, students, parents, and administrators. All groups should be represented, because the reading program should not be separated from the larger administrative and instructional organization of the school. Nor should it be thought of as the peculiar property of a certain level or department in the school, such as the primary unit or the English Department. The committee membership might also include from time to time, university consultants in reading, or state department representatives. By pooling information, and planning jointly, a program of quality and coordination can emerge.

The tasks of a reading study committee begin—with surveying current literature on the subject of teaching reading; reviewing the total program; discussing major problems; and making plans for resolving them.

Those members who possess special interest and competence in corrective reading instruction can provide the leadership for implementation of the district's remedial reading crivices once the need for such services has been determined. Planning should probably extend for a period of at least one year before the program begins. The planning group will have at least four major tasks.

1. The first task will be to work out the procedures for identifying which children are actuelly remedial readers. For this, we prepared a teacher handout explaining:



- a. How children are classified as remedial readers.
- b. What data the teacher should provide on students considered to be remedial readers. This included sex, date of birth, number of years in school, I.Q., name of I.Q. test, date given, and examiner.

Our reading consultants then administered a standardized reading achievement test to all potential candidates; counselors gave the Wisc where needed; and the reading expectancy was computed.

Those children showing a significant deficit based on the comparison of the reading expectacy and the actual reading achievement were, of course, considered as candidates for instruction by the remedial specialist. Further individual diagnosis and staff conferences will help the remedial specialist determine her priorities.

- 2. A second important task may be to assist the school staff in establishing objectives; in deciding what is wanted. Before a school "jumps into" a remedial program, it must decide what the program is expected to do, and how it is to be done. Such rather basic questions as the following will need to be answered:
 - a. Should the program be primarily a preventive program serving younger children with diagnosed disabilities in pre-reading essentials? Or should it be compensatory, assisting those older students to make up for skills they have lost out on somewhere along the way in school? When determining who will receive the services of the reading specialist, some priority should certainly be given to prevention and to first stage remedial cases. The longer reading failures go uncorrected, the more complicated and severe they are likely to become.
 - b. Should the responsibility for the remedial pupil's reading program still remain in the hands of the classrood teacher with the reading specialist assisting her by working with the pupils two or three times a week, or can the specialist see the pupil enough to place the responsibility for his reading instruction primarily in her hands?
 - c. Will all instruction follow a standard program of skills development regardless of specific pupil needs, or, rather, shouldn't each child's program be tailored to alleverate diagnosed performance deficits with the specialist drawing from a wide variety of materials?
 - d. Should remodial instruction by the specialist always occur out of the classroom, or can some small group teaching take place in the regular room with the regular teacher, then, as well as the students, benefitting from "seeing the sp cialist in action"?



From discussion of basic questions such as these a set of clearcut objectives for the first year of the program should be developed, as well as a set of long-range outcomes desired.

3. A third important phase in planning would be to help the regular teaching staff understand the operation of the program. This may include explaining to the teachers the information given in the State Department guidelines, and clarifying the classroom teacher remedial reading teacher team responsibility for carrying out the program. Teachers should also be helped to understand that the remedial instruction should be given regular curriculum status, and should be integrated with all phases of the remedial student's reading instruction. The remedial reading teacher can do a better job if she can coordinate some of her work with what is going on in the classroom. In turn, her help may be enlisted in finding materials of the right difficulty level for use in regular class activities. She will, undoubtedly, share her diagnosis of the child's difficulty and be helpful in outlining steps that can be taken in the classroom to supplement her work.

Such team effort can eliminate special reading personnel comments such as those reported by Austin in the well known Harvard Report, "The First R". "Some teachers are not amenable to suggestions. They insist that children go through the grade level books irrespective of their level of attainment.", or "Children in the reading program aren't supposed to be given a regular mark on their report cards, but some teachers give them a failing mark anyway." In understanding the operation of the program, teachers should be helped to realize the limitations, as well as the goals. For example, remedial instruction cannot relieve the regular classroom of pupil variability, and it cannot get dramatic results with all children in a short period of time. Nor can the remedial reading specialist do the work of an optical specialist or a clinical psychologist. When such outside services are needed, teamwork is called for.

- 4. A final responsibility of the planning committee could be the preparation of a remedial handbook listing a) diagnostic tools, b) suggested materials, c) basic principles of remediation, and d) model schedules and grouping possibilities.
 - a. Diagnostic tools listed in the handbook may include in addition to study of data in the child's eurnulative folder, diagno tic tests of reading, general mintal ability, visual-motor, memory and concentration, auditory, visual, and oral laneage. A brief description of each should be given, as well as the major diagnostic uses, and the level for which it is appropriate.
 - b. The materials list should contain exact source and cost information to help explained ordering. It should include in territy to fit various learning styles.



-5-

Great progress has been made in developing helpful materials, but no single packaged process will ever meet the wide range of personalities faced by the remedial teacher.

- c. Principles of remedial instruction would undoubtedly include the need for individualized teaching, continuous diagnosis, active pupil participation, immediate feedback, and variety in approach.
- d. The model schedules and ways of grouping children would illustrate, for example, that children with similar problems may be taught in groups of from four to six, while the highly distractable or the child with a severe deficit must be taught individually; illustrating also that while some children may need daily lessons with the specialist, others may work with her two or three times a week, and with the classroom teacher in a coordinated program on the other days. Time, too, should be provided in the reading teacher! schedule for diagnosing, planning, and conferring with teach is and parents.

Gans feels, as do many of us, that one lesson a week is just not enough. She suggests that, "Where time is inadequate it would seem wiser to experiment with an intensive-teaching plan. Under this plan a limited number could receive a daily period of help for five or six weeks, then, with some advice to teachers, follow their individual work in regular classrooms while the specialist worked with another limited number. In this way real help could be given. Experiments in intensive-help programs have revealed excellent results. The one-per-week period has too much loss to warrant its use. So urgent is the need for, and so encouraging are the results of good intensive-help programs that every effort should be made to extend their use in order to reach each child."

In planning the schedule, be careful not to let the remedial lesson be an ego threat to the pupil. He should not feel "singled oft", nor is it desirable for him to have to sacrifice recess, physical education class, or any other activity which he values highly. Other children will be aware of the fact that a child is being scheduled for special help. Such activities need to be interpreted to them in a positive way. Sometimes work done in remedial session - recreational reading, stories written, interesting games - can be given special recognition in the results classroom. Reading improvement sessions can, in fact, by made so exciting that other pupils are pleading to "get in on the action".

H. Maling Gracial Administrative Provinces

The superintendent's staff and the building principal must take the responsibility for seeing that certain administrative enotions are taken care of b fore the program can successfully be implemented.



- Sidney P. Marland, Jr., Pittsburgh, Pennsylvania's Superintendent of Schools, has said, "The administrator must release the creativity in other people and find ways to make them free to do the things they do well." Creative instruction is less likely to occur if teachers, consultants, and specialists are too "preoccu ed" with space and materials problems. Matters which the school administrator should take care of include the following.
- (a) Space: Space must be provided for small groups and for individual tutorial work. If no small rooms are available, little used ends of hallways might be partitioned off, as well as sections of any oversize classroom. Classrooms that are to provide for both the remedial teacher and her small group, and the regular teacher and a somewhat larger group must have the space to accommodate this team approach and the necessary acoustical tile or carpeting to provide the sound barriers.
- (b) Budget: If schools have individual instructional budgets it may be wise to establish, at least for the first year, a district budget for the remedial services, to be certain that the program of each school gets off to a good start. Certain pieces of standard equipment and materials will be needed by every school. These include tests, tape recorders, basic skill games, high interest-low vocabulary book collections, and a wide variety of practice materials. Once a basic supply is insured, individual schools can add materials to meet more specific pup. needs.
- (c) Materials Accessibility: So that materials are readily available, the remedial teacher must have ample open and closed storage and filing space. If her teaching locale shifts from place to place within the school, then a movable materials cart on which to "tote her wares" is a welcome piece of equipment. She also needs to be fairly certain that the materials will be there when she needs them. Also, that she will have materials other than those with which the students have failed in the past. Gans tells of one reading teacher who having no space "kept his supplies on a cafeteria cart and moved about from nooks under stairs to far ends of halls. So strong," she says, "was his influence with youngsters that in six weeks, in spite of no houring, he helped seventy-four children over serious difficulties and felt hopeful about nine scriously unhappy readers who were older and who had experienced considerable discouragem at in their school work before he started his work with them."
- (d) Pare? Connection: It is important that the program by interpreted to the parents of children who will participate. They need to realize the additional operationty that the service of the remobility teach reprovides the child.



Clear understanding of the intent and procedures of the program should alleviate the possibility of the parent feeling that any stigma is being attached to the child. In fact, it should add significantly to community pride and support of the school's program. Also, parents should be provided with concrete ways for them to share the responsibility for the child's reading improvement. Such suggestions will include - giving well earned praise, providing time and materials for personal reading, and playing simple practice games together. Help to parents of preschool youngsters in the form of child-study groups or regular bulletins can help prevent such contributing failure factors as overprotection, high-pressuring, or neglect of language experience.

- (e) Testing: The division of pupil personnel will logically assume the responsibility for the ability testing, while supervisors or class-room teachers can administer the reading achievement tests. This initial load for individual intelligence testing may be heavy. It may be necessary in the spring or early fall to block out several weeks of counseling staff time for such test administration in order to get the job done. Once the emergency is over, the school should design a regular schedule of intellectual and reading achievement assessment, say at two or three year intervals, so that fairly reliable data will always be recorded.
- (f) School Organizational Plan: As the principal and his staff organize the school program at the beginning of the year and assign pupil groups to classroom teachers they need to keep the forthcoming remodial program in mind. Nongraded plans and inter-room ability regrouping plans facilitate the remedial teaching, since in these plans similar pupils are usually grouped together. If a small group of remodial pupils of the same instructional level are assigned to one teacher, at least for language arts instruction, then the remedial teacher has her group already convened. Grade level teams of teachers when determining team responsibilities can decide which regular teach review by responsible for the remedial pupils and will, consequently, work closely with the remedial specialist.

In organizing his school, the principal should also seriously consider smaller than average classes in hinder order and the first years of the primary. Teacher aide, too, at these levels are invalible. Neglecting individual attentions and individual and difference on the young child may be one of the most so inforced courses of later serious learning problems.



III. Selecting the Renedial Teachers

A third critical area in setting up an effective remedial reading program is that of selecting the remedial specialists. Not only must the remedial teacher possess the professional qualifications, but certain essential personal qualifications are also necessary.

The professional qualifications set forth by the State Department Division of Special Education appear to certainly be justifiable if the reading specialist is, in fact, to possess competencies beyond that which the regular classroom teacher possesses, many of whom hold master's degrees. We would surely expect that the student receiving instruction from a remedial teacher rather from his regular teacher would be at an advantage, not at a disadvantage. Thus, this minimal assurance of special competency is essential. We might conceivably eventually also want courses that deal with diagnostic teaching, motivation, the psychology of personality, and school supervision.

In my opinion the personal qualifications necessary for remedial works are no less crucial than the skill competencies. Remodiar teachers should exhibit to students warmth, confidence in their ability, sincere personal interest, and animation and excitement in the teaching tasks. They must be patient, flexible, and adaptable. The remedial student often has concomitant personality characteristics which must be viewed objectively and dealt with expertly, if they are not to interfere with the learning which must take place.

JV. Provid no Inservice Training

The continuing professional development of the remedial staff must be incured. Even the most recently trained remedial specialist will benefit from a district orientation workshop at the initiation of the new program, and at the beginning of each new school year. Other workshops should be hald as needed. New research in reading is being conducted continuously. Generalizations applicable to the diagnotic and remulation process must be interpreted and applied. Media and techniques change. The staff must evaluate each and be ready to implement those which hold promise of increasing a child's learnor. As n w rem dial stoff is secured and as certification requirement charge, school administrator, should survey training note only the exterior course, worldsps, practican, and intern-Sap. As new teach is consistent of the schools, they must be thoroughly bracked or all place of the gro, rain - its goals, how referrals are med, and each teach ris role and repossibility in the total effort. A close vortains a reconsist should be explicitly their to of university so that doplar two of chart will be managed, and so that teachers All receive it ducte credit for you are not growth or groups with they



they take place on the university campus or through district inservice.

V. Planning for Program Evaluation

The final critical area of responsibility in setting up a remedial specialist program is that of providing for assessment of its effectiveness. If realistic program objectives were specified, then evaluation may be made in terms of the degree to which these have been met. First year program objectives should obviously well be different from those of a program in operation for five or six years. Depending again on the pre-program stated objectives, assessment may include such things as analysis of individual pupil reading ability, interest in reading, or self-concept outcomes. It may further be made in terms of staff and community commitment to the program, in terms of total staff growth in teaching reading, and in light of school-wide pupil increases in general achievement.

In conclusion, any implementation plan is at best only the bare framework upon which a program can be built. The principles and practices which are followed in the instructional program itself, largely determine the degree of success the remedial program will enjoy. Careful planning, however, combined with district commitment for the success of the remedial specialist program in really helping children with reading problems, should get the program off to a good beginning.

References

- Austin, Mary C., and C. Morrison, The First R. The Harvard Report on Reading in Elementary Schools. New York: Mac-Millan, 1963.
- Gans, Roma, Gomnon Sonce in Teaching Reading. New York: Bobbs-Merrill, 1963.
- Marland, S.P., "The Role of the School Administrator" Ver. acci, Chirles J. (ed.) Readi : In't It Prolly the Teacher? 1965.
- Miscouri State Department of Education. Regulations Governing the Souring of State Aid for Special Chaises for Exceptional Children; Remodel Reading, 1968.



July 18, 1969

11/30/72

FERGUSON-FLORISSANT SCHOOL DISTRICT

GUIDELINES FOR READING SPECIALISTS

I. MINIMAL STATE REQUIREMENTS

- A. Individualized group instruction is recommended, generally consisting of 3 to 6 children.
 - 1. One-to-one instruction is to be used whenever necessary.
 - 2. Reading teacher is responsible for removing a child from the program as soon as his reading problem is corrected.
- B. Pupils should be seen at least twice per week and preferably more often
- C. The Reading Specialist sees no less than 30 and no more than 50 children per week.
- D. An individual record on each child in the Remedial Reading Program is to be kept. It should include home, medical and school information.
- E. For additional information on eligibility of students for the remedial program refer to the State Regulations.



II. FERGUSON-FLORISSANT GUIDELINES FOR READING SPECIALISTS

Α. Selection of Students

> The emphasis should be preventive program focusing on early identification of reading problems.

Identification of remedial students is based on:

- Reading diagnosis
- Determination of learning style
- Attitude toward self and others

В. Teaching Strategies

The following conditions are considered to be important in the daily instruction of remedial reading students:

- Remedial instruction should take place in the classroom whenever possible.
- Motivation and interest must be maintained.
- Emphasis should be placed on application of skills in context rather than in isolation.
- Content area reading should be stressed wherever possible.

C. Scheduling

- The Reading Specialist should make an effort to meet with groups on a daily basis. Remedial instruction is given in addition to regular classroom instruction.
- There should be no more than six children per group.
- Approximately 30 minutes should be allotted for each group. This time block can be broken into shorter segments for two or more activities.
- D. Coordination of Efforts

It is important that the classroom teacher and the reading specialist work together in communicating effectively with parents. We must be considerate of the child's self-concept and make an effort to accentuate his successes at school and home.

- Communication with the classroom teacher.
 - Initial diagnosis that includes placement and level of skill attainment.



- b. Learning style
- c. Continuous evaluation
- 2. Communication with parents
 - a. Confer with parent groups to clarify and define the Femedial Reading Program.
 - b. Discuss with individual parents the specific needs of their child and suggest ways to help and be involved in the child's program.
- E. Evaluation
 Continuous evaluation of the individual's progress is essential.
 This includes formal testing, observation in the remedial situation and in the regular classroom setting.

It is important to keep evaluation up to date (Remedia' Reading folders and Communication Skills Record).



Good
Practices
In
Reading
Instruction

A Position Paper

September, 1970 Flementary Reading Curriculum Committee

Ferguson-Florissant School District St. Louis County, Missouri 63135

GOOD PRACTICES IN READING INSTRUCTION

This paper summarizes what are considered to be some of the essentials of a good reading instruction program. It is hoped that it will stimulate teacher discussion, evaluation, and continuous improvement of the teaching of reading. The thoughts presented should assist each teacher in his efforts to:

realize the broad scope of a good program of reading instruction.

understand the individual student and his needs in the task of learning to read effectively.

design and implement a well-rounded reading program for each individual student.

WHAT IS READING?

Reading is a thinking process. It is an act in which the individual will probably engage throughout his lifetime as he observes, reflects, analyzes, evaluates, and applies experiences in his everyday life.

Reading is one process of communication. Through reading, the student receive communication. Perceiving, listening, reading, speaking, and writing are interrelated means of receiving and sending messages. Progress in ability in one area may influence progress in another.

In a natiower sense, reading is a process which requires accurate word recognit in, ability to recall particular meanings, and ability to shift or reassociate meanings. Concepts gained through reading are evaluated, applied, or rejected; they in turn can influence personal adjustment, enrich experience, and stimulate thinking.



EMPHASIS IS PLACED ON THE STUDENT HIMSELF LEARNING HOW TO READ.

The child is actively involved in the learning act and in the solution of his own problems. "The Child:

views himself as a reader who relates and reacts to the printed message.

sees hamself as a discoverer of new ideas.

sets his purposes for learning and sees their value.

selects skills to practice.

accomplishes self-defined and group Loals.

interacts with others in order to share and obtain new reas.

applies his reading power in extending his interests,

feels success in his achievement.

The teacher acts as a guide and is the facilitator of learning.

The Teacher:

places str so in responding to the child's goals and not solely or transmitting knowledge

guides the selection of skill-meding practice.

involves the child by encouraging self-relection, self-direction, and elf-correction so that the learner can further his own goals and practice decision in dam.

helps the child respect and use facts as a means of learning; not so ands in themselves,

asks questions that may lead to inferring, seeking further information, and applying what is known to new situations.

capitalizes on the child's interests by providing him with a variety of materials and experiences.

encourages and values the contribution of each individual.

observes and refines the activities in which the children take part: how they go about their reading tasks, work together in a group, do research, discuss and share information and ideas.

studies his own techniques in order to discover whether they are effective and whether he needs to use better ones.

changes his classroom organization as indicated by his self-analysis.

THE TEACHING OF READING IS CHARACTERIZED BY CONTINUOUS OBSERVATION OF THE INDIVIDUAL'S ACHIEVEMENTS, AND DIAGNOSIS OF HIS READING PROBLEMS.

A diagnosis is made on the basis of teacher observation.

*Determine the appropriate instructional level through silent and crareading of a text. Locate the level where a child knows approximately 95% of the words and comprehends 75% of the ideas.

Analyze the kinds of reading errors made. Typical errors include inabilaty to attack words, overuse of context clues, and failure to interpret the literal and inferential meanings.



A program is developed.

*Provide a program which will capitalize on the student's strength

Assist him at his functional level in overcoming or compensating for his weaknesses.

Continuous evaluation of progress is made.

*Evaluate the appropriateness of the child's program and determine the success of procedures and materials used. Continuous diagnosis of his needs will allow a match between the learning readiness and the materials and procedures used in the instructional program.

ATTENTION IS GIVEN TO INDIVIDUAL DIFFERENCES.

Adjustment is made to the child's present achievement level through proper materials. *Textbooks and instructional materials in all content areas are fitted to the achievement of the individual pupil. Individual learning packets, programmed materials, and trade books assist in reaching the appropriate level.

Special saill needs are serviced.

*The child's competencies are assessed. Intensive practice is provided to overcome his deficits.

An auditory, visual, kinesthetic or a combination approach is adopted.

Skill instruction will be closely related to meaning, evaluation, and application.

Acjustment is made to the individual brough grouping procedures

"Flexibility in grouping is encouraged. Ability grouping by reading level is only one procedure. It cannot be used entirely because differences within the group still exist. The 'three group concept" of classifying learners on a long term basis labels them and should be avoided. Rede-

ployment of children by reading level narrows the range of reading ability. However, diagnosis and prescriptive instruction are necessary to meet specific skill needs.

Other types of grouping to be used include:

interest groups--children work together in a study of a particular area. This could be multiage grouping.

"buddy" groups--two or three children work together on a common problem.

tutiorial groups—an older child assists younger children in skill application.

skill groups--children are clustered together for a reteaching or reinforcing a skill.

individual--child is self-directed utilizing the aid of the teacher as needed.

PRINCIPLES OF LEARNING ARE APPLIED TO THE INSTRUCTION.

Readiness for a is a prerequisite for laing.

- *The reading experience becomes releval t when every learning activity is preceded by a readiness experience. In order to bring something to the printed page, the child must have a background of experience, information, and language development, and have reached the needed level in word recognition and comprehension skills.
- Motivation comes from within the classification be supported by a proper strong environment.
- *Motivation for learning is cultivated in a supportive environment which respects the dignity and corth of each individual. This can be done by:

Reinforcement of a skill is necessary.

Transfer of learning infers that a learning set dev toped in one situation can be applied to another. realizing that learning takes place in relationship of affection, firmness, and consistency. Sensitivity to the needs and feelings of individual pupils is imperative.

setting short term goals and acknowledging successful performance immediately.

relating the child's interest to what he reads, and furthering other emerging interests.

*A skill, once presented, must be practiced if it is to be maintained. This means that frequent reinforcement of the skill is necessary.

This does not mean that rote drill activity must occur. Rather, a skill can be reinforced using a different approach, method, or material. Games, self-directed activities, team learning, and multiple response techniques are useful.

The child's attention span must be respected by spacing reinforcement periods appropriately. Two short reading periods a day are more effective than an extended morning period only.

*All learning is related, Skills are not learned in isolation but rather they are gained through perceiving relationships and through application,

Positive transfer of training is in proportio, to the similarity between the learning situation and later situations in which the learning is to be applied.

A GOOD READING PROGRAM DEVELOPS ALL ASPECTS OF THE READING ACT.

Skills of word perception are essential in developing reading as a thinking process.

Deriving the meaning is the essence of reading. Comprehension includes both literal and inferential skills.

Study and locational skill are important in the reading program.

*Word recognition is developed through the effective use of:

picture clues
configuration clues
word meaning clues
context clues
phonetic analysis
structural analysis
the dictionary

- *Factual information is only one aspect of comprehension. These skills include:
 - identifying and interpreting characters
 - relating ideas in sequence
 - reading for details and simple recall
 - following directions

Critical comprehension includes:

- distinguishing fact and fancy
- drawing logical conclusions
- making inferences
- predicting outcomes
- making generalizations and judgments
- distinguishing facts from opinions
- interpreting the autor's purpose
- *Study and locational skills are another aspect of comprehension, They include:
 - skimming
 - locating sources of information
 - finding answers for specific information
 - following directions
 - classifying ideas and outlining



- identifying main ideas and related ideas
- cummarizing
- proofreading written materials

This can be attained by using reference materials such as maps, encyclopedias, charts, graphs, dictionaries, newspapers, and other content materials.

Emphasis is placed on the enjoyment of reading.

*Reading for pleasure is stressed.

The individual is transported into
the land of fantasy, the world of
the past, present, and future, the
factual, and the poetic.

THE READING PROGRAM IS CHARACTERIZED BY A WIDE VARIETY OF LEARNING MATERIALS AND ACTIVITIES.

The basal reader acts as a tool to develop skills in reading, it acts as a "take off" to other reading.

*A basal reader provides a structured sequence of skill development. However, a basal reader is not a complete reading program. Development of skills must be adapted to individuals. This may be accomplished by using additional teaching procedures and materials which expand the skill development. Pacing children through the same material at different rates is not sufficient.

Application of reading abilities is essential and obtained through various means.

*At all levels there is provision made for a wide range of instruction by:

using individual activity check lists, individual or group experience stories, and creative activities for sharing books

utilizing home room or central libraries for story hours, for browsing, and for individual research Reading skills are applied in the various content areas of mathematics, social studies, and science. employing a planned literature program through the use of picture books and illustrations, poetry, factual books, general fiction (animal stories, mysteries, adventure, folk and fairy tales, myths, legends, biographies, plays, and magazines)

participating in language enrichment activities such as creative stories, poems, dialogues, play reading, ecno reading, role playing, and dramatization

engaging in audio-visual activities through listening centers, tape recorder, motion pictures, television, filmstrips, and the overhead projector

*Since reading is a thinking process, readily skills must be developed, maintained, and challenged in the content subjects. Certain reading skills are relevant to a particular subject area and need to be developed within the context of that subject.

These include map reading, interpretation of scientific data, and analysis of mathematical problems. The ability to use the appropriate skill in content reading is indicative of a good reader.

Provision for individual difference in the various subject matter areas should be made through the use of multi-level materials, differentiated assignments, and intra and interclass grouping. THE FINAL GOAL OF READING IS TO HELP THE INDIVIDUAL LEARN MORE ABOUT HIMSELF, AND TO EXTEND HIMSELF.

* Through reading, the individual:

creates new meaning by interpreting what the author has said or implied.

relates reading to life and establishes personal values and attitude.

enjoys life by opening up new avenues of learning and new kinds of responses to the old.

A good reading program develops an individual who seeks and finds answers to questions, and who formulates new concepts relative to his existance.



Copyright 0 1970

Ву

Ferguson-Florissant School District

All rights reserved. No part of this report may be reproduced in any form, by mimeograph or any other means, without permission in writing from the Ferguson-Florissant School District.

APPENDIX K

READING OBJECTIVES

FERGUSON-FLORISSANT SCHOOL DISTRICT
655 January Avenue
Ferguson Missouri 63135

Leading Commuttee Jaruary, 1473



TABLE OF CONTENTS

WORD RECOGNITION SKILLS

Α.	PHONETIC ANALYSIS	3
В.	STRUCTURAL ANALYSIS	5
c.	MEANING CLUES	10
	COMPREHENSION SKILLS	
D.	LITERAL COMPREHENSION	13
E.	INTERPRETIVE COMPREHENSION	14
F.	EVALUATIVE COMPREHENSION	15
G.	LIBRAPY AND STUD. SKILLS	17



- A. PHONETIC ANALYSis: The end do less a sound to its written symbol to read new words.
 - The child tells when two mores provinced by the teacher do or do not rhyme.

Given ten pairs of words pronounced by the teacher, the learner can identify the rhyming pairs:

ight - brightchair - bearline - etbarn - desknow - cowdressy - messcin - fanfoot - boatsnine - minetent - went

2. The child picks out rhyming words read by the teacher.

After hearing a awo-line rnyme or jingle read by the leacher, the learner can indicate the two words that rhyme:

Feet can dance and feet can skip; Feet can run and feet can trip.

3. The child rhymes a word with another word.

Given a word pronounced orally, the learner can, for eight of any ten such words, say a word which rhymes with the given word:

sun rake
will ring
sad get
game - bocket
hat say

4. The child tells when the words do or do not begin with the same sound.

Given five or more rows of pictured objects, with four in each row, and with the pictures in each row such that the names of two of the pictures begin with the same sound (Ex: bell-phone-ball-girl) the learner can mark in each row the two pictures whose names begin with the same sound as a third word (not pictured) pronounced by the teacher:



- 1 -

4. (Continued)

pit	pen	pants	wagon	rat
run	rake	nand	3aw	rabbit
man	mitten	lemon	car	monkey
barn	cake	ball	bı r d	pencil
flour	fish	nen	fire	top

5. The child identifies the letter that makes the initial sound.

Given pictures whose names begin with the Lounds of the consonants, the learner can identify 'he letter with which each picture begins:

socks	dog	girl
cake	 turtle	watch
bed	nail	fan
jump	man	key

o. The child tells whether the words do or do not end alike.

Given sets of four pictures in which two pictures have 'he same final consonant sound, the child can mark the two that end with that sound:

chair	horse	pin
cake	book	ball
top	dress	foot
bi rd	table	soap
dog	tent	boat

7. The child identifies the letter that makes the ending sound.

Given pictures whose names end with the sounds of the consonants, the learner can identify the letter with which each picture ends:

mop	goat	worm
towel	dog	fork
can	tub	dress

8. The child identifies words that begin with the same consonant blend and the letters that make up the sounds.

Given a list of twenty words pronounced by the teacher, the learner can write the beginning blend for each word:

twig	prize	from	slip
small	glide	spell	clown
stuck	pretty	blink	trip
stamp	street	pretty	plant
blue	flower	broke	glass

9. The characteristics and a second

Given a reformance of an income of the general point and in the works of a first order of the work with the restriction of the second of the s

50a - 5	- 	<u> 34m - 70</u>
was	-	Mairo
>et		r atty
soft	· .	.2:5
pars	• •	0273
bus		_^at

10. The child identifies simple to an in open one pirate has a ch, so, th.

Given a list of text vor a construction in eachar, the learner is able to mentify the action of the learner.

tn:5		0000.35
teeth		· 15
she	*	;· ·
with		+
that		J1.05

11. The child recognizes words with a simile long ornel sound and identifies the vowel heard (Ext nose, brile, oneese, seat, bale).

Given an answer sheet on which are printed rows numbered one through twenty, each row containing the vowels a, e, i, o, u, the learner can circle in each is write rows, whose long sound he hears in a word pronounced by the containing

see	□ C 2***	1 17-1	tail	
like	TLC d	13a-16	use	
wheel	7.1*0	5. I.e	bean	-
snow	1,0,700	4:40	.ume	
crite •	1C <i>5</i>	rair	íace	

12. The child identifies the sound and 'ever name of the vowel in single syllable words with a single sloot ownel sound. Ext man, plack, pet, hit).

Given an answer sheet of the are printed rows numbered one through twenty, each row containing the vowels at e, i, o, u, the learner can circle in each the vove whose short sound he hears in a word pronounced by the teacher:

tip	***	na:	ba*
non	7	2 - 1	'n1 S
fan	ma:	⊃e.	roa
cup	fur	4.14	rug
not	Def	<u>*</u>	bed

13. The child adentifies to the work.

. Proc Estant and Lays

G. en mention with a second con-

sock
rug
five
seal

top

integrated top

integrated top

grass

integrated top

grass

integrated top

14. The child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the many and the child recognizes the child recognized the child recog

Given a list of ten where the country overs controlled by r, l, and w, the learner is able to the works

15. The child recognizes and mays to really write, there is an oi, oy, ou, ow, ew, combination. (Ex: house, roy, sell, cow, new).

Given a list of words which contain the oi, by, bw, ou, ard ew combination, the child can say the word:

oil rom out flew how out toy house new rouse boil down rots town

16. The child identifies the appropriate of communation in words (Ex: choose, book).

Given a list of words of ring or, sact followed by the words moon and look, the lea not par littely key words in which oo sounds the same as in the given year.

 hood
 zof
 loof
 zoo

 room
 hood
 took
 stood

17. The child identifies words while one in cowels.

Given a list of words of a line only limel is at the end, the child gives the lower if the line of the

go min we she' no so be

18. The character tres amendance and the con-

Given a list of ten will, solutional impoints lensorants, the learner can prose that the inspirite longer and in each word:

wrong	٠.٠	heur	often
auturan	·	wran	col um n-
castle	71 24-7	homis:	stel.

- B. STRUCT RAL ANALYSIS: The second to uses a ruthural analysis to recognize and use the correct form of thems.
- 1. The child chooses the letter open on lower case that is identical to a key letter.

Given ten rows of letters, six pil row, with the first letter in each row repeated twice within the new, the learner can mark in each row the two letters that are like the first letter in the row:

$\overline{\mathtt{k}}$.	`	Ţ.	5	R	G
<u>r.</u>	m.	-	:	<i>.</i> .	π
<u> 5</u> .	ċ	==	d	b -	5
K	*.*		.	F	K
$\frac{\overline{m}}{D}$	n	**=	*	:23	پ ر
$\overline{\mathbf{D}}$	В	D	C	0	Ð
<u>t</u>	¥	*	•	÷ 6	f
H	ĭ	r	H	K	H
Ē	?	<u>,</u>	ą	£	b
W	γ.	•	***	* * * * * * * * * * * * * * * * * * *	M

2. The child chooses the word or onmase in a series that is identical to a key word or phrase.

Given five rows of words or phrases, four in each row, with the first word or phrase in each row repeated once in that row, the learner can mark the one that is like the first word or phrase in the rows:

dog	got	do 1	do
<u>make</u>	mash	mate,	make
barn	barn	farm	bark
tape	tale	tape	tap
walk	talk	wall	walk

3. The child names letters in left-to-maht sequence.

Flashed in a series of ten cards on which have been written the letters of the alphabet or a word, the learner can name each letter or letters in a word from left to right.

 no
 at

 pig
 set

 try
 soap

 chin
 buck

 girl
 paste

4. The child selects a rhyming word based on structure.

Given a series of four words, the learner can match the words that are identified except for the first letter. (Ex: man, ball, sat, pan):

get ten wet bell g m but cut gun cake tape take rail cut rub sun fun dish with fin wish

5. The child identifies compound words and specifies the elements of a compound word.

Given a list of twenty compound words, the learner can write beside each the component parts of the given compound word. In addition, if given a randomly arranged list of component parts of compound words, the learner can combine the given parts to make compound words:

someth <u>i</u> ng	blackboard	barn	man
doorbell	become	may	bird
everywhere	into	bi rth	be
cowboy	football	fire	ball
inside	farmhouse	blue	yard

6. The child identifies simple contractions and uses them correctly in sentences.

Given a list of ten simple contractions, the learner can identify the words and use them correctly in sentences. In addition, the child should be able to identify the two words that make up the contraction:

can t I'll
won't you're
didn't she'd
I'm wou!dn't
we're it's

7. The child identifies the root word in inflected words.

Given ten or more words derived	by adding ing. ed. s. eg. to th
root word, the learner can circle	that part of each word which in
the root word:	pass of each word which is

singing	boxes
lives	waiting
wanted	trap
fishing	reads
rnixes	yelled

8. The child recognizes and understands the use of comparative terms.

Given ten sentences, the learner uses the correct term by adding er or est to the appropriate word:

than mine.	(big)
	(high)
	(nice)
	(long)
than mine?	(fast)
than yesterday.	(cool)
ball I have.	(small)
animal there is.	(slow)
than mine.	(clean)
boy I know.	(brave)
	than yesterday. ball I have. animal there is. than mine.

9. The child determines whether a singular or plural noun should be used.

Given ten sentences, each containing a blank space which calls for a noun, and given the singular and plural form of the noun which fits each sentence, the learner car underline or circle which form is appropriate in the given sentence:

I have lots of	pet	pets
This is my	b ook	books
He got tenat oat.	hit	hits
It is fun to play with a	ball	balls
My is fat.	cat	cats
Get rid of the	weed	weeds
got on my candy.	b u g	bugs
15 1100 green.	tree	trees
Get him three	mo p	mops
are nice to have.	toy	toys

10. The child uses appropriate singular or plural forms of irregular words. Given ten nouns, such as mice, lady, children, the learner can identify singular or plural forms of these words and use them correctly. mice child lady Misses box babies monkey man feet teeth The child identifies the possessive forms of nouns and pronouns in context. 11. Given a list of ten sentences in which a possessive form of a noun or pronoun should 1 used, the learner can identify the word which denotes ownership: John's bike is blue. His coat wa's lying in the mud. The womens' hats were all pretty. The cake was baked for Scott's birthday. The light makes shadows on the moon's face. The boys pulled the girls' hair. Tip's long tail was smooth and shiny. Put your toys in Jim's box. Big Billy Goat Gruff is holding the troll's sign in his mouth. Did Joe's toy frog fool Steve? 12. The child demonstrates his understanding of how root words are modified by prefixes or suffixes, Given ten root words in the context of the sentence, the learner adds or selects the appropriate affixes to complete the meaning of the sentence: dis en in re un I will _____ courage him from climbing the mountain. He _____ placed the jar that he broke. The football player is _____ active because he hurt his leg. We can large the house by adding two rooms. After a long ride, the cowboy ____saddled the horse. ly less ful ish ness He giad____ took the award. He is fear of storms. She felt sheep when she came in late. Look at his tooth grin. The dry of the desert causes fires to start easily.



13. The child demonstrates his understanding of the use of inflect onal endings.

Given two words ending in e the learner drops the final e before adding ing or acids d and r after the final e and identifies the word:

stage

slate

type

dive hide shine wire poke wage

14. The child demonstrates his ability to apply syllabication generalizations.

Given a list of twenty words, the learner applies the appropriate syllabication generalization and identifies the word:

winter kitten bundle favorite shoulder agent garden circus tremble distance often follow silent practice iungle frequent passenger corral stupid muscle

15. The child indicates the accented part (syllable) in known words, in the content of a reading situation.

Given five or more pairs of sentences each containing an underlined word, used as two different parts of speech, the learner can read the sentence and give the underlined word proper stress:

We refuse to be laughed at.

I put the garbage into the refuse container.

Jill got a big <u>present</u> for her birthday.

I will <u>present</u> an award to the Boy Scout troop.

The soldier deserted the army. Camels live in the desert.

The children were content to stay at home. The contents of the package were unknown.

The bug was so minute it could not be seen without a microscope. In just a minute we will go to the gym.



- C. MEANING CLUES: The child uses meaning clues to read.
 - 1. The child predicts the words which correctly complete sentence meaning.

Given five open-ended sentences, the 'earner can complete each sentence in a meaningful way:

At the farm I saw a .	
When Tom went to the zoo, he saw a	•
For breakfast, I ate .	
We decorated the Christmas tree with	•
Mother wanted to bake a cake so she got out the	

2. The child supplies words which correctly complete sentences.

Given five or more sentences from each of which a word has been omitted, the learner selects from a pair of words following each sentence that word which best completes the sentence.

The birds are too fo	or their nest in the tree. (big, little)
The woman shut the door with a	. (bang, beat)
Someone was coming to	in the house next door. (go, live)
On and off, on and off, went the light)	in the night sky. (sun,
The blew for day	s and days. (wood, wind)

3. The child identifies words with similar meanings.

Given ten words in list 1 and another ten in list 2, each of which is similar in meaning to a word in list 1, the learner can draw lines between words in the two lists whose meanings are similar:

wet	little
hot	brave
tiny	slap
hat	warm
hit	cook
coat	swallow
bake	snip (slice)
bold	damp
drink	c _{ap} .
cut	j ac ket

4. The child identifies words with opposite meanings.

Given ten words in list I and another ten in list 2, each of which is opposite in meaning to a word in list 1, the learner can draw lines between words in the two lists whose meanings are opposite:



1. (Continued)

cold sac black. pull t:p Out happy white push night dirty dry in het big clean day down w.e little

5. The child uses homonyms correctly in the context of a sentence.

Given a series of five or more sentences, each of which contains blank spaces calling for homonyms (such as two, too, to), the learner can write the correct word in each of the five blanks:

I am going the shop. Do you that girl?	to	two
Tom swam in the	no	know
I went to school all	sea	see
	weak	week
in the woods.	deer	dear

6. The child chooses the best meaning for a word in terms of context.

Given ten sentences in which one word has been underlined and following each of which is a list of three meanings for the underline! word, the learner can select and mark which meaning fits the context of the underlined word in each sentence:

That math problem is a hard nut to crack.

- 1. a dry fruit or seed.
- 2. something difficult.
- 3. slang an odd person.
- 7. The child uses context to determine the meaning of a word.

Given five or more sentences in each of which there appears an underlined word in strong content, the learner can write in his own words a definition for the underlined word, using only the context as his reference:

Jane liked to mix the dough to make bread and rolls. I will part the car in the street.

Tom saw a new bat and baseball glove in the window. Tom put a cap on his head.

re card centures sensory images.

Given ten or more phrases, the learner can write see, hear, teel, or teste after the appropriate ph.ase.

- a bod sound a smooth table
 a wet towel a pretty dress
 a red barn a police siren
 a sour lemon a jucy apple
 a roue bird my radio
- The child uses the dictionary as a reference in content areas sc.ence, social studies, math, language.

Given tive or more words from one or more conternareas, the learner can locate the given word in a dictionary and can write its general and its specific definition:

characteristics plain plane classified tropical various circumference similarities addition subtraction

I estald recognizes a list of Sight Vocabulary.

D. <u>LITERAL COMPREHENSION</u>: The child uses various levels of comprehension skills.

Comprehension skills need to be constantly developed. They are never completely mastered. It is assumed that continual evaluation of these skills will be made at the individual's instructional reading level.

1. The child associates objects.

Given a randomly arranged series of ten pictured pairs of associated objects, the learner can connect the related pairs by drawing lines between them and telling how they are related.

2. The child notes differences in related objects.

Given three pairs of related concrete objects, the learner can describe orally the differences in size, shape, color, and function of members of each related pair.

3. The child matches pictures with sentences.

Given five sets of four pictures each, the learner can make an X on the picture in each set which corresponds to a sentence directed by the teacher.

I. The child follows imple printed directions.

Given a worksheet with five directions, the learner can follow the printed directions unassisted.

5. The child finds parts of sentences to answer recall questions.

Given five sentences, the learner can underline that part of each sentence whic' contains the answer to an oral or printed question of simple recall.

r. The child identifies sequence of events.

Gir + a paragraph followed by a randomly arranged set of five events from the paragraph, the earner can list the given events in a rrect time sequence after -dent reading is the paragraph.

. The child recalls fact-.

Given a one or two-paragree stary, as lower by a set of tive questions asking for facts relevant to each story and three possible answers, the learner can select to correct asswer to each question.



Otic

Gr in a selection which to cear orally, the learner indicates his understanding through correct pitch, stress, juncture; and by proper observation of commas, question marks, exclamation marks, periods, etc.

E. INTERPRETE COMPREHENSION

1. The child senses emotions.

Given a sentence such as, 'Sam has just lost his pet turtle,' the learner can tell how Sam feels.

2. The child senses he mood of a selection.

Given a poem or other selection to read, the learner can after silent reading, select from three words or statements that word or statement which best expresses the mood of the selection.

3. The child sets the main idea of a selection.

Given 4 paragraphs at the learner's level of reading, the learner can write in one sentence the main idea of each paragraph.

1. The child predicts the outcome of a selection.

Given a short selection, which is incomplete, the learner can, orally, or in writing, express a possible outcome for the selection.

5. The child interprets a figurative language.

Given five sentences in each or which is an example of figurative anguage, and given three possible interpretations of the meaning of each sentence, the learner can select from the alternatives that meaning which best fits the figure of speech in the sentence.

b. The child interprets cause-effect relationships.

Given three sentences, one of which states cause, another the effect, and a third unrelated, the learner can check the two sentences which the related.

The child distinguishes between reality and fantasy.

Given a pair of shor selections, one of which is fantasy, the other of which could be reality, the learner can stat the reasons why one deals with reality and the other lantasy.



5. The child senses implied feelings and or reactions of story characters.

Given four or more sentences which are based on a story read silently and in each of which a word describing a feeling or reaction of a story character has been left out, the learner can select from a list of four alternatives for each sentence that word which best expresses the feeling or reaction of the character named in the sentence.

 The child senses moon conveyed by the author and how that mood is conveyed.

Having read a given story sciently, the learner can prepare a written statement of what mood he believes the author attempted to convey and a statement of how the author succeeded in conveying this mood.

10. The cm¹d recognizes propaganda techniques.

Given a series of five or more propaganda statements, following each of which is a list of propaganda techniques (citing an authority, testimonial, band-wagon, generality, transfer of ideas from one situation to another, name-calling, etc.) the learner can select which of the listed techniques is illustrated by the given sentence.

11. The child verifies facts statements by reference to sources.

Given a story and a list of factual statements based upon that story, the learner can, after reading the story silently, write after each statement that can be proved by reference to the story the beginning and ending words of the sentence in the story that proves the statement true. (The wagon.) or NP after each statement for which the story contains NO PROOF.

F. EVALUATIVE COMPREHENSION

1. The child evaluates what is the missing element in a picture.

Given five incomplete pictures, the learner can select the item which is missing from the given picture.

2. The end evaluates author's purpose.

Given a brief selection, followed by a choice of three statements of purpose, the learner can select the best statement of the authorise purpose.



5. The child evaluates events to predict outcomes.

Given ten incomplete sentences or brief stories, each followed by a choice of three possible endings, the learner can select the best ending.

1. The child evaluates fact versus opinion.

Gi ca a brief selection, followed by four statements, the fearner can indicate whether each statement is fact or opinion and why.

5. The child evaluates whether given details support main ideas.

Given three main ideas, each followed by a list of five details, the learner can indicate which of the listed details support the given main idea and why.

6. The child evaluates printed matter in terms of propaganda.

Given an article, story or advertisement, the learner answers the following questions:

- a. Who is the propagandist'
- b. Whom is the propagandist serving'
- c. The aim of the propagandist in writing this is to
- d. People who are likely to be influenced into acting as the propagandist wishes because of ______.
- 7. The child evaluates the validity of statements based on given data.

Given a selection at the learner's level of reading, followed by five statements concerning the selection, the learner can indicate which statements are valid and which are invalid, based on the data presented by the author.

5. The child compares viewpoints of authors writing about the same topic.

Given two editorials (both on the same topic but by different authors) the learner can compare or contrast in written form the viewpoints expressed by the editors.

9. The child evaluates author biases.

Given an article or story at the learner's level of reading, the learner can state in written form the author's bias as presented in the material.



- G. LIBRARY AND STUDY SKILLS: These skills require continual evaluation.
 - 1. The child recognize- the alphabetic symbols of the alphabet.

When cards bearing the upper and lower case forms of the letters of the alphabet are flashed in random order, the learner can name the letters on each card as it is flashed with one hundred percent accuracy.

2. The child identifies title and author or book.

Given a book, the learner can point out and read the title and the author of that book.

5. The child determines content by reference to Table of Contents.

Given a book and the names of two stories contained in that book, the learner can, by reference to the Table of Contents, record the page numbers on which each of the stories begins.

Given a book and the printed list of topics, the learner can, by referring to the Table of Contents, write YES or NO after each listed topic to indicate whether or not that topic is likely to be treated in the given book.

4. The child alphabetizes by first letter, second letter, and third letter.

Given three lists of ten words each in which the first letter, second etter, or third letter is different, the learner can write the words in correct alphabetical order.

The child uses guide words to locate dictionary estries.

- Given a list of the sts of guide words, following each of which is a list of five wids, some of which would be found between the given guid. The stand some of which would not, the learner can circle those words which would be entires on the page having the given guide words.
- 6. The child uses the dictionary to find meanings of words.

Given a list of twelve words, the learner can locate in the dictionary and record on his worksheet, a synonym or a meaning for each given word.



The child uses the dictionary to find meanings of words which fit a particular context.

Gi en five sentences, each of which contains an underlined word naving more than one meaning, and following each of which is a list of three possible meanings for the underlined word, the learner can, by consulting the dictionary, underline that meaning which best fits the context in the given sentence.

d. The child uses the encyclopedia to answer specific questions.

Given a topic and five questions about that topic, the learner can, by referring to the encyclopedia, write answers to the given questions.

. The child uses encyclopedia subheads to locate specific information.

Given a general topic to locate in the encyclopedia, and given specific information to locate under that general topic, the learner can record beside each specific information item, the subtopic inder which he would expect to locate that specific information.

10. The child uses the Thesaurus.

Given a list of ten words, the learner can use the Thesaurus to locate and list a synonym for each word.

11. The child compares information from different sources.

Given a topic, the learner can find information in different references including the Readers Guide, Atlas, Almanac, filmstrip, and cassettes, list items of information covered, items covered in one but not the other and write an evaluative statement of which coverage he believes is superior, giving reasons for this decision.

12. The child uses a card catalog and call number.

Given a list of 12 book titles, the learner can consult the library card catalog and can record beside each given book title the call number for that book.

13. The child uses title, subject and author cards.

Given a list of ten questions dealing with both book and non-book material, such that some questions can be answered by consulting a title card, others a subject card, the learner can consult the ard catalog and record the answer to each question.



14. The child takes notes in outline form.

Given an aritcle upon which to make notes, the learner can organize his notes into main topics, subtopics, and supporting details, using proper outline form.

15. The child takes notes and summarizes oral presentations.

The learner can, during an oral report, take notes on the presentation, and from the notes write a summary.

16. The child states points briefly.

Given a worksheet the text of a message to be sent as a telegram, the learner can reduce the given text to the fewest possible words.

17. The child can write a small research paper.

Given a topic, or having selected a topic, the learner can locate two or more reference sources, list these sources in correct bibliographic form, pose questions he wishes to answer in his research paper, read his source, take notes, organize the notes, and write the paper and proofread.

15. The child reads maps and graphs.

Given five appropriate situations, the learner can locate place or interpret graph.

APPENDIX L

FEPGUSON-FLORISSANT SCHOOL DISTRICT READING OBJECTIVES CHECKLIST

School Column One, each year/September to Novembe Column Two, each year/September to February Column Three, each year/March to June WORD RECOGNITION SKILLS A. PHONETIC ANALYSIS Vr. Yr. Yr. Yr. Yr. Yr. Yr. Yr. Yr. Yr. Y	Name								1	:\ e	rv (iou	·i '	2-5	a t. s:		EY	/ 3	-Ne	മർഭ	to 1	(mr) T O
Column Three, each year March to June WORD RECOGNITION SKILLS Yr. Yr. Yr. Yr. Yr. Yr. Yr. Yr. Yr. Yr.							_		С	olu	mn	One	, е	ach	yea	r/S	epte	emb	er t	o N	ove	mt	er'
A. PHONETIC ANALYSIS	Schoo	I																				ua	ry
Yr. Yr.									С	olu	mn	Thr	·ee,	ea	ch y	ear	'Ma	rch	ı to	Jun	e		
1. Rhyming Words 2. Rhyming Words 3. Rhyming Words 4. Beginning Sounds 5. Beginning Sounds 6. Final Sounds 7. Final Sounds		MICHEMIC AND CO.				ORI) R	ECC	OGN.	ITIO	NC	SKI	LL	s									
1. Rhyming Words 2. Rhyming Words 3. Rhyming Words 4. Beginning Sounds 5. Beginning Sounds 6. Final Sounds 7. Final Sounds 8. Cogsonant Blends 9. Variant Sounds 10. Consonant 10. Consonant 11. Long Vowels 12. Short Vowels 14. Vowel Vir, I, or w 15. Vowel Combinations 16. Vowel Combinations 17. Final Vowel 18. Silent Letters 18. STRUCTURAL ANALYSIS 1. Letter Matching 2. Word Matching 3. Letter Sequence 4. Rhyming Words (Visual) 5. Compounds 6. Comparative Terms 9. Purals 10. Purals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 16. Completes Sentences 17. Final Fi	A. <u>P</u>	HONETIC ANALY	SIS		٠.					~													
1. Rhyming Words 2. Rhyming Words 3. Rhyming Words 4. Beginning Sounds 5. Beginning Sounds 6. Final Sounds 7. Final Sounds 8. Cogsonant Blends 9. Variant Sounds 10. Consonant 10. Consonant 11. Long Vowels 12. Short Vowels 14. Vowel Vir, I, or w 15. Vowel Combinations 16. Vowel Combinations 17. Final Vowel 18. Silent Letters 18. STRUCTURAL ANALYSIS 1. Letter Matching 2. Word Matching 3. Letter Sequence 4. Rhyming Words (Visual) 5. Compounds 6. Comparative Terms 9. Purals 10. Purals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 16. Completes Sentences 17. Final Fi			V r		_	ſν.			77.7		_	V.		_	V -		-	ν		- 1	V		
2. Rhyming Words 3. Rhyming Words 4. Beginning Sounds 5. Beginning Sounds 6. Final Sounds 7. Final Sounds 8. Consonant Blends 9. Variant Sounds 10. Consonant Combinations 11. Long Vowels 12. Short Vowels 13. Determination Vowel 4r, 1, or w 15. Vowel Combinations 16. Vowel Combinations 17. Final Vowel 18. Silent Letters 18. STRUCTURAL ANALYSIS 11. Letter Matching 2. Word Matching 3. Letter Sequence 4. Rhyming Words (Visual) 5. Compounds 6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 10. Purals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents C. MEANING CLUES 16. Synonyms 17. Inflectional Endings 18. Silent Letters 19. Inflectional Endings 19. Purals 11. Possessives 10. Pitrals 11. Possessives 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 16. Completes Sentences 17. Root Words 18. Sylphication 19. Accents 19. MEANING CLUES 19. Completes Sentences 19. Supplies Words 19. Homonyms 10. Homonyms 11. Letter Matching 10. Homonyms 11. Letter Matching 10. Homonyms 12. Homonyms 13. Homonyms 14. Antonyms 15. Homonyms 16. Homonyms 17. Homonyms 18. Homonyms 19. Homonyms 19. Homonyms 10			1	·	_	1 ' '	•—		l * * ·	· —	_	l '	• —		11.	·		ır.			ır.	· —	_
3. Rhyming Words 4. Beginning Sounds 5. Beginning Sounds 6. Final Sounds 7. Final Sounds 7. Final Sounds 7. Final Sounds 7. Final Sounds 7. Final Sounds 7. Final Sounds 7. Final Sounds 7. Final Sounds 7. Final Sounds 7. Final Sounds 7. Final Sounds 7. Final Sounds 7. Final Combinations 7. Final Combinations 7. Final Vowel						T			\Box							1						-	\neg
S. Beginning Sounds S. Beginning Sounds S. Beginning Sounds S. Final Sounds S. Consonant Blends S. Consonant Blends S. Consonant Combinations S. Consonant Combinations S. Sport Vowels S. Sport Vowels S. Sport Vowels S. Sport Vowels S. Sport Vowels S. Sport Vowels S. Sport Vowels S. Vowel Combination S. Vowel Combinations S. Vowel Combinations S. Vowel Combinations S. Vowel Combinations S. Vowel Combinations S. Vowel Combinations S. Sient Letters S. STRUCTURAL ANALYSIS S. Sient Matching S. Sient Matching S. Letter Matching S. Letter Sequence S. Vowel Compounds S. Supplies S. Supplies Words S. Supplies Words S. Synonyms S. Synonyms S. Homonyms																Ť			- †			_	ヿ
5. Beginning Sounds 6. Final Sounds 7. Final Sounds 8. Cogsonant Blends 9. Variant Sounds 10. Consonant																			\Box			\Box	
6. Final Sounds 7. Final Sounds 8. Consonant Blends 9. Variant Sounds 10. Consonant Combinations 11. Long Vowels 12. Short Vowels 13. Determination Vowel Sound 14. Vowel Sound 15. Vowel Combinations 16. Vowel Combinations 17. Final Vowel 18. Silent Letters 19. STRUCTURAL ANALYSIS 1. Letter Matching 2. Word Matching 3. Letter Sequence 4. Rhyming Words (visual) 7. Compounds 6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflictional Endings 14. Syllabication 15. Accents 16. Completes Sentences 17. Completes Sentences 18. Supplies Words 19. Supplies Words 19. Supplies Words 19. Supplies Words 19. Supplies Words 19. Supplies Words 19. Supplies Words 19. Supplies Words 19. Supplies Words 19. Supplies Words 19. Supplies Words 19. Supplies Words 19. Hononyms 10. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Supplies Words 19. Letter Sentences 19. Supplies Words 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Supplies Words 19. Letter Sentences 19. Letter Sentences 19. Supplies Words 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Supplies Words 19. Letter Sentences 19. Supplies Words 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Supplies Words 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Letter Sentences 19. Lett			1_			L						\sqcup						Ц					
7. Final Sounds 8. Consonant Blends 9. Variant Sounds 10. Consonant Combinations 11. Long Vowels 12. Short Vowels 13. Determination Vowel Sound 14. Vowel +r, l, or w 15. Vowel Combinations 16. Vowel Combinations 17. Final Vowel Generalization 18. Silent Letters 18. STRUCTURAL ANALYSIS 1. Letter Matching 2. Word Matching 3. Letter Sequence 4. Rhyming Words (Visual) 5. Compounds 6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 16. Completes Sentences 17. Root Words 18. Syllabication 19. Accents 19. Compounds 19. Plurals 19. Plurals 19. Possessives 19. Possessives 19. Possessives 19. Possessives 19. Possessives 10. Completes Sentences 19. Synphies Words 19. Synphies Words 19. Synphies Words 19. Synphies Words 19. Synphies Words 19. Synphies Words 19. Synphies Words 19. Synphies Words 19. Synphies Words 19. Synphies Words 19. Synphies Words 19. Synphies Words 19. Synphies Words 19. Synphies Words 19. Synphies 19. Antonyms 19. Homonyms 10. Homonyms 10.			1			▙	—					H	\dashv		\sqcup	_		\sqcup	—		\sqcup	_	_
S. Comsonant Blends S. Variant Sounds S. Variant Sounds S. Variant Sounds S. Variant Sounds S. Variant Sounds S. Variant Sounds S. Variant Sound S. Short Vowels S. Short Vowels S. Vowel Sound S. Vowel Sound S. Vowel Combinations S. Vowel Combinations S. Vowel Combinations S. Vowel Combinations S. Silent Letters S. STRUCTURAL ANALYSIS S. Silent Letters S. STRUCTURAL ANALYSIS S. Vowel Combinations S. Vowel Combinatio			1			Ͱ		-	\vdash			\vdash			⊢⊢	\dashv		\Box	— ∤		$\vdash \vdash$		\dashv
9. Variant Sounds 10. Consonant Combinations 11. Long Vowels 12. Short Vowels 13. Determination Vowel Sound 14. Vowel Sound 14. Vowel Sound 15. Vowel Combinations 16. Vowel Combinations 16. Vowel Combinations 17. Final Vowel Generalization 18. Silent Letters 18. STRUCTURAL ANALYSIS 1. Letter Matching 1. Letter Matching 2. Word Matching 3. Letter Sequence 4. Rhyming Words (Visual) 5. Compounds 6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 9. Plurals 19. Possessives 12. Prefixes 19. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 15. Accents 16. Completes Sentences 17. Completes Sentences 17. Completes Sentences 17. Synonyms 17. Antony					_	╁╌		├─		$\overline{}$		\vdash			\vdash	-		\vdash	-+		\vdash	\dashv	\dashv
Combinations						┢		\vdash							H	\dashv		\vdash		\dashv	\vdash	\dashv	\dashv
11. Long Vowels 12. Short Vowels 13. Determination Vowel Sound 14. Vowel +r, 1, or w 15. Vowel Combinations 16. Vowel Combinations 17. Final Vowel Generalization Generalization 18. Silent Letters 18. STRUCTURAL ANALYSIS 1. Letter Matching 2. Word Matching 3. Letter Sequence 4. Rhyming Words (Visual) 5. Compounds 6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 15. Accents 15. Accents 16. Completes Sentences 2. Supplies Words 3. Synonyms 4. Antonyms 5. Homonyms 5. Ho	10. Co	nsonant				ऻ						Н				_		H		\dashv	\vdash	寸	\dashv
12. Short Vowels						L_	<u></u>	<u> </u>				Ш											
13. Determination			▙				_	<u> </u>				Н			Ш						Ц	\Box	
Vowel Sound 14. Vowel tr, 1, or w 15. Vowel Combinations 16. Vowel Combinations 17. Final Vowel Generalization 18. Silent Letters 18. STRUCTURAL ANALYSIS 18. Letter Matching 19. Letter Matching 19. Letter Sequence 19. Le					-	_	-	-				\vdash			\vdash	_		Ш			\sqcup	\dashv	ᅴ
14. Vowel +r, 1, or w																i					l	.	
15. Vowel Combinations 16. Vowel Combinations 17. Final Vowel Generalization 18. Silent Letters 19. STRUCTURAL ANALYSIS 1. Letter Matching 2. Word Matching 3. Letter Sequence 4. Rhyming Words (Visual) 5. Compounds 6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 17. Completes Sentences 18. Completes Sentences 19. Synonyms 19. Synonyms 19. Synonyms 19. Synonyms 19. Antonyms 19. Homonyms 1						\vdash						Н			\vdash			\vdash		\dashv	Н	\dashv	\dashv
17. Final Vowel Generalization																				\neg	\vdash	┪	\dashv
Generalization 18. Silent Letters 18. Silent Letters 18. STRUCTURAL ANALYSIS 1. Letter Matching 2. Word Matching 3. Letter Sequence 4. Rhyming Words (Visual) 5. Compounds 6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 9. Plurals 10. Piurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 17. Completes Sentence	16. Vo	wel Combinations																			H	┪	\dashv
18. Silent Letters																						\neg	\sqcap
B. STRUCTURAL ANALYSIS 1. Letter Matching 2. Word Matching 3. Letter Sequence 4. Rhyming Words (Visual) 5. Compounds 6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents C. MEANING CLUES 1. Completes Sentences 2. Supplies Words 3. Synonyms 4. Antonyms 5. Homonyms			<u> </u>	_		_	↓ _					Щ										\dashv	\Box
ANALYSIS 1. Letter Matching 2. Word Matching 3. Letter Sequence 4. Rhyming Words (visual) 5. Compounds 6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents C. MEANING CLUES 1. Completes Sentences 2. Supplies Words 3. Synonyms 4. Antonyms 5. Homonyms			<u> </u>			<u> </u>	<u> </u>	_	<u> </u>			_			انيا						_		
1. Letter Matching 2. Word Matching 3. Letter Sequence 4. Rhyming Words (Visual) 5. Compounds 6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents C. MEANING CLUES 1. Completes Sentences 2. Supplies Words 3. Synonyms 4. Antonyms 5. Homonyms																							
2. Word Matching 3. Letter Sequence 4. Rhyming Words (Visual) 5. Compounds 6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents C. MEANING CLUES 1. Completes Sentences 2. Supplies Words 3. Synonyms 4. Antonyms 5. Homonyms					-	1														_			
3. Letter Sequence 4. Rhyming Words (Visual) 5. Compounds 6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 16. Completes Sentences 17. Root Words 18. Completes Sentences 19. Prefixes 10. Plurals 10. Plurals 11. Completes Sentences 12. Supplies Words 13. Synonyms 14. Antonyms 15. Homonyms 16. Homonyms 17. Completes Sentences 18. Synonyms 19. Synonyms 19. Homonyms						┢	 	-		\vdash		Н			Н			\vdash			Н	\dashv	H
4. Rhyming Words (Visual) 5. Compounds 6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 17. Completes Sentences 18. Completes Sentences 19. Supplies Words 19. Synonyms 19. Antonyms 19. Homonyms 1					_	.	<u> </u>					Н		\vdash	\vdash						Н	\dashv	\dashv
5. Compounds 6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 16. Completes Sentences 17. Root Words 18. Completes Sentences 19. Completes Words 19. Antonyms 19. Antonyms 19. Antonyms 19. Antonyms 19. Antonyms 19. Homonym			·			T																	
6. Contractions 7. Root Words 8. Comparative Terms 9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 16. Completes Sentences 17. Root Words 18. Completes Sentences 18. Completes Sentences 19. Accents 10. MEANING CLUES 11. Completes Sentences 12. Supplies Words 13. Synonyms 14. Antonyms 15. Homonyms						_	L	<u> </u>		Щ		Щ											
7. Root Words 8. Comparative Terms 9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 17. Completes Sentences 18. Completes Words 19. Syllabication 19. Accents 10. Prefixes 10. Prefixes 11. Prefixes 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 16. Accents 17. Completes Sentences 18. Synonyms 19. Antonyms 19. Antonyms 19. Antonyms 19. Homonyms 19. Homonyms 19. Antonyms 19. Homonyms 19. Antony			!	<u> </u>	<u> </u>	<u> </u>	<u> </u>		L_													Щ	\sqcup
8. Comparative Terms 9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents C. MEANING CLUES 1. Completes Sentences 2. Supplies Words 3. Synonyms 4. Antonyms 5. Homonyms			-	\vdash	_	┡—		-	├—						\vdash				-			Щ	\sqcup
9. Plurals 10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 16. Completes Sentences 17. Completes Sentences 18. Synonyms 19. Antonyms 19. Plurals 19. P			╂	\vdash	-	├─	├-	\vdash	-			Н			\vdash				-	Н	-4	Н	\vdash
10. Plurals 11. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents 16. MEANING CLUES 17. Completes Sentences 18. Supplies Words 19. Supplies Words 19. Supplies Words 19. Antonyms 19. Homonyms 19. H			1	\vdash	\vdash	\vdash	 		\vdash	\vdash		Н	\vdash	-	$\vdash \vdash$		\vdash	\vdash	\vdash	Н	Н	\vdash	$\vdash \mid$
1. Possessives 12. Prefixes 13. Inflectional Endings 14. Syllabication 15. Accents C. MEANING CLUES 1. Completes Sentences 2. Supplies Words 3. Synonyms 4. Antonyms 5. Homonyms					\vdash	T		t		\vdash		Н	H		H			\vdash		Н	Н	\vdash	\vdash
13. Inflectional Endings 14. Syllabication 15. Accents C. MEANING CLUES 1. Completes Sentences 2. Supplies Words 3. Synonyms 4. Antonyms 5. Homonyms						\Box				П				H	П			H		i	Н	Н	川
4. Syllabication 15. Accents C. MEANING CLUES 1. Completes Sentences 2. Supplies Words 3. Synonyms 4. Antonyms 5. Homonyms																							
1. Completes Sentences 2. Supplies Words 3. Synonyms 4. Antonyms 5. Homonyms																							
C. MEANING CLUES 1. Completes Sentences 2. Supplies Words 3. Synonyms 4. Antonyms 5. Homonyms						<u> </u>			<u> </u>														
1. Completes Sentences 2. Supplies Words 3. Synonyms 4. Antonyms 5. Homonyms	15. Ac	cents					<u> </u>									<u>_</u>						<u>. </u>	
2. Supplies Words 3. Synonyms 4. Antonyms 5. Homonyms	C. M	EANING CLUES																					
3. Synonyms 4. Antonyms 5. Homonyms	1. Co	mpletes Sentences																	<u> </u>				
4. Antonyme 5. Homonyme																							
5. Homonyme			<u> </u>		Щ	_	 _ 	_	<u> </u>		Ш												
			<u> </u>	L.	 	<u> </u>		\vdash	<u> </u>	_	<u> </u>	L.,	—	lacksquare		_			Щ.	\square		\square	니
o. words in Context			-		-	<u> </u>	-	\vdash	 	-	\vdash	\vdash	-	Щ	igwdap	<u> </u>	\vdash	<u> </u>	₩	\sqcup	 	\sqcup	\vdash l
				-	-	_	 	\vdash	<u> </u>	-	Н	<u> </u>	-	$\vdash \vdash$	\vdash	<u> </u>	\vdash	<u> </u>	 	\vdash	<u> </u>	Н	⊢ I
7. Words in Context 8. Sensory Images			-	\vdash	\vdash	-	-	\vdash	-	\vdash	\vdash	├─	-	\vdash		<u> </u>	\vdash	—	+-	\vdash	—	$\vdash\vdash$	\vdash I
9. Dictionary			\vdash		-	 	+	i 	_	\vdash	\vdash	-	\vdash	\vdash		\vdash		 -	╆-	\vdash	\vdash	Н	\vdash

ERIC

Full Text Provided by E

•							
D. ATIMA							
COMPREHETS.CN	<u>: </u>	3 m.		'nr.	Уr.	Ϋ́r.	Yr.
1. Associates Objects							
2. Differences in break	+ +	+ +					
. Matches Pictires							
and Sentences		1 1	1				
Follows Directions							
5. Verifies Factua'							
Responses		L I					
5. Sequence		I _ L					
7. Recalls Facts							
a. Punctuation in				1	1 1		1 1
Understanding			1 1				
E. INTERPRETIVE							
COMPREHENSION							
1. Senses Emotion							
2. Mood	1 + +	1 1 1					
. Main Idea		1 1	1 1		1		
4. Predicting Outcome	1-1-1-	1	1		1-1-1-		
5. Interprets Figurative			1				1 1 1
Language			1				
. Cause-Effect			1 1				
". Reality and Fantasy			LII				
8. Implied Feelings							
". Mood of Author							
10. Propaganda							
11. Verifies Facts							
F. EVALUATIVE		<u> </u>					
COMPREHENSION							
1. Missing Element	Tii						
2. Author's Purpose		1 1	1 1-1-		1 1 1	1 1 1	1 1 1 1
3. Predicts Outcomes	1 1 1		1 1	1.			1
4. Facts vs. Opinion	1 + +	1 1 !	1	1 1 1		1	1111
5. Supporting Statement			1-1-1				1
b. Evaluates Propagand		1	1	1 1 1			1
7. Validity of Statements		1-1:	1 ! ! -		1		
8. Viewpoints of Author		1 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7					
". Author Biases	1	1 1 1		1			
							
G. LIBRARY AND							
STUDY SKILLS		T		T 1 1	 		
1. Alphabetic Symbols	↓ ↓ ↓	4	┲┵╌	╂┼┼	i 	╉╌┼╌┼┵	╂╶┼ ╏┦
2. Identifies Title and Author					1 1		1 1 1 7
3. Table of Contents		╂╌┼┈┼	<u>₽</u> +-+-	1	1 1 1	1 1-1-	-1
	4 + +-	1 + +		╉╾┼╶┼╌	1 1	+ + +	-1
4. Alphabetizes	1 + +	╂╼┾╾┼╾			1 1	1 + +	╂┼┼┼┦
5. Guide Words	1		╂┽┼	1 - - - - - - - - - - 	1-+-+	1 + + -	╂┼┼┦
p. Finds Definition	 		╂→─┼─	1 - 1 -	┲┼╌╁	1 1 1	╂╌╂╌┼╶┦
. Meaning in Context	+ + +	1	╂┼┼	1	1 + +		╅┼┼┤
Encyclopedia	↓	- 	1	╂╌┼╌	- 	1 1	╂╌╂╌╄╌┦
'. Encyclopedia Subheads	1 ' '	1					
lo. Thesaurus	 	1	1 ! !	1 + +	1	1	111
1'. Compares Information	, <u>†</u> 	+		1 1 - 1 -	1	1 1 7	1 ! ! !
1. Card Catalog	**	-	+	1 + +	1	1-1-1-	1
1. Card Catalog	1	 	++	1 1 1	1 + +	1 1 1	1-1-1-1
1. Notes in Outline Form		-1	1 + +-	1-+-	1	1 + + -	1 1 1
1. Summarizes Oral	`		 	1		1 1 1	1 1
Presentations						\bot \bot \bot	
1 . States Points Briefly	1					$\perp \perp \perp \perp$	
1 . Small Research Pape							
13. Maps and Graphs	1 1						

0.93

APPENDIX M

MANUAL FOR THE

TEST

To Accompany

READING OBJECTIVES FERGUSON FLORISSANT SCHOOL DISTRICT

PURPOSE OF THE TEST

This diagnostic reading test is designed to help the teacher determine how well each pupil has mastered the basic word recognition skills at his level of reading. The test serves as a means of determining a pupil's strengths and weaknesses in phonetic and structural analysis. There are eighteen subtests in phonetic analysis and fifteen subtests in structural analysis.

The results of this test do not indicate a pupil's maximum ability in any area. Since each subtest is designed to check one essential skill or ability, the results reveal the pupil's degree of mastery of that particular skill. If a pupil gets every item correct on a given subtest, this means only that he has mastered only this particular aspect in reading.

The same degree of mastery cannot be expected from all children. Mastery may be desirable for some children; however, there are others for whom the teacher should decide the degree of competence needed before presenting other skills.

The teacher needs to determine where to terminate the test. It may not be desirable to give the whole test to all children, or to test children on items on which they have not had evious instruction.

The numbers and names of the subtest correspond to those of the Reading Objectives and to the Reading Objectives Checklist. The pupil test scores will be useful to the teacher in inarking each child's Reading Objectives Checklist.

PHONETIC ANALYSIS

1. RHYMING WORDS

"Listen and tell me if these two words rhyme, light and bright. Yes, these two words rhyme. Do run and ran rhyme? No, they do not rhyme. I will read some words to you. Circle yes if the two words rhyme. Circle no if the two words do not rhyme."

- 1. cow came
- 2. bell ball
- 3. see tree
- 4. book took
- 5. duck dark
- 6. man tan
- 7. top bird
- 8. boy toy
- 9. dog pin
- io. hand sand

2. RHYMING WORDS

"Listen to these short poems and write on your paper the two words in each poem that rhyme. (The ability to identify rhyming words is being tested, not the correct spelling.)



- 1. Don't you want to come with us and ride inside a big school bul?
- Humpty Dumpty sat on a wall,
 Humpty Dumpty had a great fall.
- Hickory, dickory dock
 The mouse run up the clock.
- 4. Baroer, barber, shave a pig How many nairs will make a wig?
- The north wind doth blow And we shall have snow.

3. AHYMING WORDS

fray, sec. Tell me a word that rhymes with it. Yes, fun and run rhyme with sun. Listen to these words and write on your paper one word that rhymes with each word I say." (The ability to make rhyming words is being tested, not the correct spelling.)

- 1. man
- 2. cat
- 3. thing
- 4. day
- -, bili
- o. far
- 7. look
- 5. need
- y. dish
- .v. nanc

4. BEGINNING SOUNDS

Look at the top row of pictures. You see a bird, horse, window and basket. Mark the two with an X that begin with the same sound as the word bell. You should have marked the bird and the basket because they both begin with the same sound as the word bell.

" Look at the pictures in Row 1. Mark with an X the two pictures that begin with the same sound as the word cat. Look at

the pictures in Row 2. Mark with the two pictures that begin with assume as the word girl. Look in tures in Row 3. Mark with an Row pictures that begin with the same as the word pig. Look at the pictures Row 4. Mark with an X the two pictures with the same 3. When I must be a look at the pictures of Mark with an X the two pictures gin with the same sound as the work valentine."

5. BEGINNING SOUNDS

Look at the pictures. Below : picture write the beginning letter : word for that picture.

6. FINAL SOUNDS

"Look at the row of pictures a cop of the page. You see picture, soap, ham, coat, and drum. The words of two of these pictures have the continual sounds. Which two words entitle same sound? Yes, ham and drum both end with an m sound. Put an Ke the ham and drum to show that the twords for these pictures end with same sound.

"Look at the pictures in Row ...
the pictures to yourself. Mark with
X the two that end with the cound. Do the same for rows 2, 3, 4

7. FINAL SOUNDS

"Look at the pictures. Below consider write the ending letter of the word for that picture."

8. CONSONANT BLENDS

"What are the two letters that of the word twig? Yes,t and ware the ginning letters for tword twig. The what two letters begin the word



Yes, s and m. Write the two letters that begin each of these words." (You may wish to use these words in sentences.

1. 2. 3. 4. 5.	star block plate glass twin smart	11. 12. 13. 14. 15.	pray flag clean plum slide train
7. 8.	stand	17.	glue
9. 10.	proud fry spool	18. 19.	from grape
	5 5 001	20.	crown

9. VARIANT SOUNDS

"The s has two sounds; sometimes it sounds like s in sun and sometimes it sounds like z in zoo. What sound does s have in is? Look at the example soft. Does the s have the sound as in sea or as in is? Yes the s has the same sound as in sea, so circle the word sea.

Look at the column of six words at the left. Circle the word sea or is to show the sound of s in each word.

The c has two sounds; it sometimes sounds like k in kite, or like s in sun. What sound does c have in cent? What sound does c have in call? Look at the example, can. Does the c have the sound as in cent or call? Yes, the c has the same sound as c in call, so circle the word call. Look at the column of seven words at the left. Circle the word cent or call to show the sound of c in each word.

The g has two sounds. Sometimes it sounds like g in go, or like j in jump. What sound does g have in gem? What sound does g have in go? Look at the example goblin. Does the g have the sound as gem or go? Yes, the g has the sound as g in go, so circle the word

go. Look at the column of seven words at the left. Circle the word gem or go to show the sound of g in each."

16. CONSONANT COMBINATIONS

"What is the sound that begins the word shoe? Yes, s and h are the letters that make the first sound in the word shoe. What is the sound that begins the word chair? Yes, ch are the letters that make the first sound in the word chair. What is the sound that begins the word thimble? Yes, th are the letters that make the first sound in the word thimble. What is the sound that begins the word wheel? Yes, wh are the letters that make the first sound in wheel. Write the wh, ch, sh, or th; the sounds that you hear in these words: these sounds might not be at the beginning of the word."

2.	chain shop		think shade
3.	those		crash
	church		when
٥.	whip	10.	each

11. LONG VOWELS

"The letters a, e, i, o, u, are known as vowels. In the word me, the vowel sound you hear is long e. In the word go the long vowel sound you hear is o. In the word ice the vowel sound you hear is long i. Listen to the vowel sounds you hear in these words. Circle. the vowel sounds you hear."

1.	rain	11.	cube
2.	toe	12.	tie
3.	deal	13.	goat
4.	pie	14.	pole
5.	fuse	· . 5.	bead
6.	kite	16.	name
7.	day	17.	fume
8.	rode	18.	seat
9.	feet	19.	mile
10.	moan	20.	mate

12. SHORT VOWELS

"Short a is the beginning sound in the word apple. The short i is the beginning sound in the word Indian. The short u is the beginning sound in the word umbrella. The short e is the beginning sound in the word elephant. Short o is the beginning sound in the word octopus. Listen to the vowel sounds you hear in these words. Circle the vowel sounds you hear."

1. sat						kıd
2. rid	7.	red	12.	ten	17.	box
5. mud	õ.	dig	13.	rım	16.	gun
4.nod	9.	run		net		hen
5. rug	10.	left	ī5.	nut	20.	ham

13. DETERMINING VOWEL SOUNDS

Please write i in the space benind the word kite, and then circle the 1 to show that the 1 is long.

"Look at the next word pan. What vower sound do you hear in the word pan? Yes, it is a short a sound.
Write a in the space behind the word and circle the s to show that the a is short.

"In the words below write the vowel sound you hear and circle the for s to show if it is long or short."

In order to test each child's ability to say the words with the proper vowel sound, the teacher should have each child say the words orally.

ı.	crop	6.	moan
2.	run	7.	blunt
3.	pile	გ.	shaqe
4.	cake	9.	hate
5.	beat	١.0	ind

	•		
11.	coal	16.	slot
12.	mule	17.	fuse
13.	fat	18.	stack
14.	steal		red
15.	BD 1ke		shin

14. VOWEL + F, 1, CI W

†This test is to be administered individually. Have the child say the listed words.

1.	her	6.	flew
2.	short	7.	lawn
3.	dowr.	8.	burn
4.	fall		also
5.	farm		already

15. VOWEL COMBINATIONS

This test is to be administered individually. Have the child say the listed words.

1.	boil	ó.	town
2.	hound	7.	stew
3.	J o y	8.	Roy
4.	now	9.	noise
5	few	10	

16. VOWEL COMBINATIONS

"The double oo has two sounds. The sound of double o in moon and the sound of double o in book. What sound do you hear in zoo, is it the sound you hear in moon or book? Yes, it is the sound as in moon. What sound do you hear in hook? Is it the same sound you hear in moon, or in book? Yes it is the sound you hear in moon, or in book? Yes it is the sound you hear in book.

Look at the example on your paper. The double oo sound in broom is the same as in moon, so circle the word moon.

Circle the word in each line that has the same sound as the first word.



A. FINAL VOWEL GENERALIZATION

Into test is to be administered inconstantly. Have the child say the listed words.

- 1. .azy b. also
- 2 maybe 7. cry
- 3. Say 5. Zero
- 4. ...oto 9. hello
- c. dry .0. baby

SILENT LETTERS

Lick at the knife. One letter does not have a one through it. In the following words craw a line through the unschafe, consonants.

STRUCTURAL ANALYSIS

1. LETTER MATCHING

There are 10 rows of letters, and six letters in a row. Circle the two letters in each row that are like the first letter in that row."

- WORD MATCHING

There are prows of words, and a set with in all the rows. Circle the work in each row that is like the first word in that row."

LLITER SEQUENCE

The lest needs to be administered to laudaly, each child giving a response to the written letters.

A series of 10 cards are flashed it is estiment who is to name the letters in the words in sequence from left to rimit. The teacher will find on the last page of the test manual the words for the test. Cut on the lines

4. RHYMING WORDS (Visual,

band, camp, bank and land. Circle the words that rhyme. Yes, you should have circled band and land since these two words rhyme. In the fallowing five rows, circle the two rhyming words in each row."

5. COMPOUNDS

"Sometimes two little words are used to make a big word. The big word is called a compound word. The word bird, and the word house can be put together to make the word birdhouse. Birdhouse is a compound word. On your paper find in part A, the example, fireplace. After the word fireplace write the two parts of the word. You should have written fire and place.

"There are 10 words. After each word, write the two parts that were used to make the compound word.

In part B, look at the example shoe. Find a word in the second column that goes with it to make a compound word and write it in the third column. You should have written the word shoestring. Make compound words for the other words in the list." (The correct answers for part B have twice the v. ue as those answers in part A.)

6. CONTRACTIONS

"Look at the example on your paper. You see the word you're. What words were put together to make this word? Write the two words on the line. The two words you should have written are you and are. The apostrophe shows that a letter has been omitted.

*After each of the contractions, write the two words that were used to make



that contraction. Ose each contraction in a sentence on the following lines on jour paper. The ability to use contractions correctly in sentences is being tested.)

7. ROOT WORES

A word from which we may build another word is called a root word. In the example on your paper in the word playing, play is the root wird. Draw a ring around the word play. In the word painter, circle the root word. You should have circled the word plint. Circle the root words in the words below."

o COMPARATIVE TERMS

When we wish to compare two persons or things we often adder to the root word. For example, we have say John is tall but Fred is taken.

When we wish to compare more than 2 persons or things we often address. The root word. For example, we may say to January tail, Fred is taller had some callest of all.

Librat the example. What ending to you put to strong to make the putches, project? We need to add to to show that Jack is stronger than the confidence. We test dealer on the line in someones.

or est to the appropriate words and write the appropriate words and write the direct words on the lines in the sentences."

PILLRALS

When we speak of more than one we often add an s to the word such as,

when we speak of more than one girl we say eit.s. When we speak of more than one boy we say boys. After the sentences on your paper there are two words. Circle the correct word for each sentence.

J. PLURALS

In the Dilowing list of words, some words mean one and some words mean more than one.

Look at the word of ... coes it mean one or more than one? Yes, it means one, so circle one on your paper. Look at the word stamps, does it mean one or more than one? Yes, stamps means more than one, so circle more than one after the word stamps. In the same manner, circle one or more than one after the words below.

(After the students have completed this part, give the following circutions.) "Use each of these 10 listed words in sentences."

II. POULESSIVES

'We show that something belongs to someone or something by the use of the possessive form of a word. Look at the example. This is Mary's birthday. Find the possessive form in the example, and circle it. You should have circled Mary's, because it is her birthday. In the following sentences, circle the possessive form."

12. PREFIXES

"Sometimes we add a helping part to the beginning of ending of a word to make a new word. When the helping part is at the beginning of the word it is called a prefix. The prefixes dis, en, in, re, and un are listed on your paper. Now look at the example. Use one of these prefixes with the word usual and write it on the



- O -

nne. You should have used un, so your sentence reads, It not unusual to travel great distances by air. In the following 5 sentences, use one of the prefiles in each sentence.

When the helping part is at the end of the word it is called a suffix. The suffixes ful, less, ly, ish and ness are listed on your paper. Now look at the example. Use one of these suffixes with the word home and write it on the line. You should have used less, so that your sentence reads, This is a nomeless little dog. In the following 5 sentences use one of the suffixes in each sentence."

.3. INFLECTIONAL ENDINGS

Lock at the word dive on your paper. After it you see three endings, ing, er, and ed. Use the word dive with the proper ending in the example. The boy is into the pool. Write the correct word in the blank. The correct word is diving. You should have written this word. (Do not tell the studen's to drop the · before the ing was added, because this s the skill that is being tested.) LOOK at the next sentence. What word belongs in the blank? Write the correct word on the line. The correct word is diver you should are written this word. In like .. in it is all the rest of the sentences In this exercise, "

4. SYLLABICATION

"Look at the word yellow. Draw a rine between the two syllables. You chould have divided the word between the two is. Now look at the word tulip. Divide it into two syllables. You should have drawn the line between the u and I.

In the following twenty words aivide the words into syllables.

For identifying the words, this part of the test needs to be administered individually with each child giving a vocal response to the twenty words.

15. ACCENTS

This test is to be administered individually. The child reads the sentences. The teacher notes if the underlined words are pronounced correctly according to their use in the sentences.



-7-

GATES MacGINITIE

Reading Test Scorus May, 1973

APPENDIX N Composite 8 B B 8 4 8 2 R G 38 %11e Grade AP 3 63 3 3 太 63 8 * 3 65 8 8 4 8 X Comp. 3.9 0 4.7 3.4 4.6 3.9 4.6 4.6 7 4.7 æ. 4.6 0.4 7 **+** • **+** 4.7 7 %ile 4 B 63 3 3 3 8 8 8 R 3 덨 62 62 な Voc. 4.3 **0.** 3.8 4.7 3.9 4.5 4,2 4.2 4.7 4.7 7 4.6 4.3 4.7 4.7 2.5 3.0 4.0 E Composite 2 42 63 69 × 2 X 5 63 8 3 8 8 2 4 2 **%**11e 63 62 7 8 X 8 2 2 K Grade CP K 3 ತ K **S** 3.8 3.6 2.7 2.9 4.6 3.2 3.5 3.5 3.6 3.9 3.5 2.9 3.8 3.7 %11e 2 R 38 3 3 8 63 X 6 8 \$ 8 8 ঝ 8 R Voc. G 3.9 3.1 3.7 3.8 2.7 3.6 3.5 4.6 3.6 3.9 3.6 3.1 3.7 3.9 4.4 3.1 3.1 4.1 Composite 63 * 3 8 K 5 67 67 67 2 8 2 2 63 ಗ %ile Grade BP 8 S 63 8 \$ 8 63 K ಜ \$ X 2 Comp. 2.5 2.7 **7** 2.6 5.6 2.6 2.6 2.9 2.9 2.3 2.7 2.4 2.1 2.5 O. %ile 62 33 8 R t K 8 8 6 B 3 \$ 8 8 4 2 ন্ত Voc. 2.5 2.6 2.5 2.0 2.6 a 2.5 2.9 5.9 2.4 7.7 2.5 2.5 2.5 2.3 **2.**6 2.1 SCHOOL Comons Lane Lee Hamilton Malnut Grove Cool Valley Halls Ferry Parker Boad Mark Treats Robinwood Ducheme क्तारस क Wedgeood Bermuda Central **6**06 De Smet Total Vogt

Reading Test Scorus May, 1973 GATES MACGINITIE

Composite t 8 努 40 X 33 X 63 B 4 65 K **%**11e 9 2 22 K 3 4 R 63 G 5 3 8 Grade Comp. 2.6 6.5 8.0 6.5 7.8 8.2 2.6 9.3 7.4 7.9 8.2 8.3 8.3 6.9 g 6.5 23 X X K K 2 农 K 3 \$ R V,c EE 6.9 8.3 6.2 7.2 7.2 6.9 2.0 7.2 7.1 7.7 5.2 6.7 7.7 I Composite **%110** * 3 K 3 63 2 3 ঠ **%**ile 6 3 \$ X Grade Sen P 6.1 6.5 2.00 6.6 6.1 6.6 6.1 7.3 7.3 8.1 6.9 7.7 2.0 5.0 5.2 %11e 2 8 \$ S Voc. 5.2 6.0 7.5 6.2 6.8 6.7 6.8 2.0 6.4 6.3 6.8 6.9 6.9 7.4 3 6.3 7:1 Composite R X 63 닼 4 2 3 3 2 K **%**11e 4 5 8 3 8 R Grade Comp. 6.3 4. 2.3 ろう ろう 6.8 200 0.9 5.8 2.7 4.2 33 **%**11e 农 * 3 3 R \$ સ B ጷ ĸ R Voc. 4.7 5.6 5.6 8 4.5 **6.9** 4.7 5.5 0.0 5.3 6.0 5.7 5.9 4.9 5.2 5.8 4.7 4.5 7.5 Comons Lane Walnut Grove SCHOOL Lee Regilton Cool Valley L'Halle Ferry Parker Boau Mark Treatn Poblawood 9क्तारमध Ducheme **Ned grood** Centrel Definet Graham Comp Total Voet

 \mathcal{K}

Lear No. Science

And it is the second of the se

Math

recreation.

Creative Dramatics



ART CENTER

The activities in the Art Center should supplement the child's learning activities and also provide opportunities for creative experiences. The art activities can take place at the child's desk or in many other places in the room. The child should be taught how to use all materials, how to put the materials back in their place, and how to clean up after himself.

Materials:

chalk cloth scraps paints cotton glue feathers plastic bottles innertube pieces acorns milk cartons beads straws margarine tubs paper towels pipe cleaners

ribbons vegetables for printing seeds wood scraps string sponges

paper bags scissors corks paste egg cartons magazines fruit jars beans linoleum scraps bathroom tile oilcloth small boxes paper doilies cellophane

popsicle sticks

too' picks sandpaper wire spools yarn crayons

confetti clay driftwood

construction paper felt

macaroni leather remnants aluminum foil newspapers bottle caps paper plates cardboard

tooth brushes rope

pine cones

wallpaper scraps

sequins

wrapping paper tissue paper

Activities:

Mixing primary colors to get secondary colors

Finger painting Making a collage

Play-Doh Straw blowing Sand painting Painting a mural Making a relief map Illustrating a story

Puppets

Bulletin Boards

Painting

Block printing

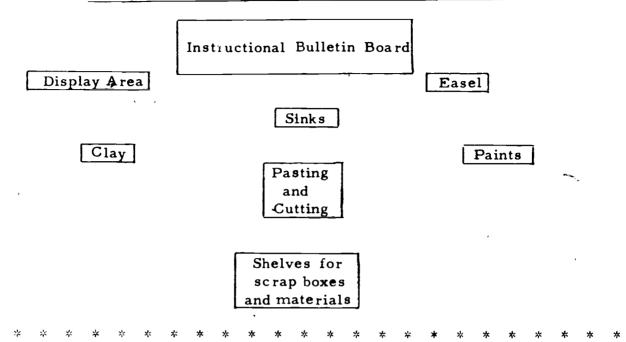
Stencils

Seed pictures Chalk pictures Making jewelry Sponge printing

Mosaic



POSSIBLE ARRANGEMENT OF THE ART CENTER



COMMUNICATION LEARNING CENTER

Materials:

Magic slates to write messages to each other.

Large chart paper with pictures attached.

Tape recorders to tell oral stories about pictures.

Folder of pictures with words on back to write stories.

Mailbox, with paper and envelopes to encourage letter writing.

Story starters on 3 x 5 cards: first sentence, subject, 3 ideas or titles.

Words in an envelope which are sentences when put in correct order.

Toy telephones for oral communications.

Flannel or magnetic board with letters--cards with words to spell.

Crossword puzzles

Word analysis cards to catagorize.

Tin can telephones.



Books with records.

Slate and chalk to be used for spelling, writing practice and messages.

Dictionaries

Spelling games

Sequence cards

«Tape recorders

Listening stations

Tapes for listening

Paperbacks

Activities:

Use three unrelated words and make them into a story. It can be a sensible or a silly story. Example: Horse/Angel/Tea. Peanut/Nightgown/Propeller.

"What Shall I Write About?" Have statements and questions printed so that children may get some ideas for their writing of stories: Example:

Dinosaurs/What do you think they were really like?
Feelings/What makes you happy? angry? sad?
Heroes/Who is the bravest person you can think of and why?
Colors/How do certain colors make you feel? Do some colors make you feel better than others?

It Tell what you would do if you were a spaceman, or a skin diver.
On nions What do you consider to be the best TV show and why?
Feable Pick out someone you know very well and describe him. Tell not only what it looks like, but what he is like inside. Kind? Brave?

Cut carrooms fire newspapers. Cut out the captions and number the pictures. The captions are the pictures in order on paper and fill in the captions to the characters are saying.

or the lower portion of magazine pictures and have the children tell or the most day thing is at the bottom of the picture. Cover the entire picture of the cover sources so not only the taces of some of the people show. Have not offer tell or work what they thing the people are saying or doing

the side clears a word that interests him. The word selected must be one to the top of a sheet of paper and a column of rhyming words is developed. The solution of the top of a sheet of paper and a column of rhyming words is developed.



A variation to add enjoyment of writing triplets is the TRIANGULAR TRIPLET. The child draws a triangle and writes his poem on the lines of the triangle-one line on each side--the reader may begin reading at any point of the triangle. Several triplets can be made into a mobile.

Work in alphabetizing, idioms, crossword puzzles, time lines, etc.

Cut a square piece of paper into four uneven parts to form a puzzle. On each piece put a part of a story. For example, river, storm, Tom, Dick, and place in an envelope. After the child has put the puzzle together he can write or tell a story using the ideas on the puzzle pieces.

Have the children write or tell the directions for a new game.

Select pictures from magazines and have the children pretend they are the various pictured objects. For example: pretend you are your favorite dessert.

Words jumbled such as baseball words, storybook characters, etc.

Place five objects in a bag. Pass the bag out to groups and have each group dramatize a play using all five objects.

A shoe box or kleenex box makes a small theater for children to present shows to each other or to small groups. The tips of fingers can have faces put on them with colored chalk, colored pencil, or paint to represent puppets.

Act out an object. For example, butter melting on toast, a computer, a toaster. Have the object named before it is acted out.

Have a child tell a story while pretending he has some nervous habit or something is bothering him, such as a fly.

Pretend you have string attached to a finger of each hand and also your nose. Let another classmate (he has ends of string) pull you imaginatively every which way.

Have lists of words the children should know by sight. Let one child read them to another child.

Use McCall-Crabbs Three Minute Exercises to develop greater speed and comprehension.

Prepare a folder for the Individualized Reading Program.

Library books.

Clay, paints, and crayons for follow-up activities in reading.



Have magazines available so the child can select words he would like to learn. Pass words on a sheet of paper and have the child spell them for you when he has learned the words he selected.

Provide a sheet of paper for each child on which is printed one word, such as Freedom - Vacation - Sports - Circus - Water. Tell the children they will be given five minutes to write all the words they can think of related to the specific word. After five minutes each child passes his paper to a neighbor who is given three minutes to add to the list of words. Each paper is given back to the original owner, who uses the words he wants to write a poen or a story. These can be illustrated and/or taped to be played for the others.

A Scrabble Set makes a good spelling game.

DRAMA CENTER

The purpose of the Drama Center is to engage the student in the creative process through dramatic activity. It is meant to emphasize the joy, understanding, appreciation, expression and meaning the learning situation has on the child. The democratic process and individual development used to reach the goal rather than the end result should be stressed.

Materials:

Clothes collected from various sources, i.e., child's home, stores, teacher's home, etc., to be used for costumes.

Props: Hand props, Set props, and Costume props.

Scenery: Cardboard, styrofoam forms, scrap lumber.

Record player and tape recorder with earphones and suggestion box.

Make-up table with mirror.

Paper and pencils at the table for children to use in writing their own stories, plays, skits, suggestions for improvisations, adaptations of fairy tales, fables, etc.

Motivator box and pictures to stimulate ideas for skits, plays, etc.

Full length mirror donated from a parent or purchased from dime store.

Other materials which will be needed: Opaque projector, Large rolls of paper, Paints, Hammers, Nails, and Saws. These will probably have to be obtained from some place other than the Drama Center.



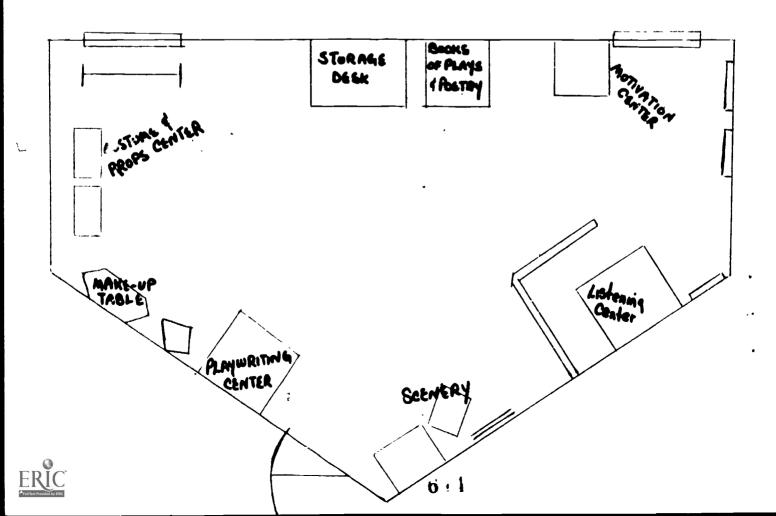
Activities:

Pantomimes
Stunts and skits
Charades
Plays
Improvisations
Puppetry
Role-playing
Creative dance
Choral reading

Outside contacts who may be able to furnish props and supplies:

Florissant Honda Shop Airport Lumber (Florissant) Craig Furniture (Clayton) Cohen Furniture W.J. Polk, Inc. (St. Louis) Individuals Grocery stores
Paint stores
Lumber yards
Fabric stores
Factories

POSSIBLE ARRANGEMENT OF THE DRAMA CENTER



HOMEMAKING CENTER

In the classroom the Homemaking Center is an area designed to let children discover basic homemaking skills and appreciation of the homemaker. It should be included in the curriculum for aesthetic development, language development, creative expression, problem solving, motor skill development, and experience in measuring. This is an area where the child who may have difficulty in succeeding academically might find success in manual skills. Support and volunteer help from parent organizations is essential.

All possible homemaking skills should be included in the curriculum, such as cooking, sewing, creative needlework, marketing, gardening, interior decorating, flower arranging, design, upholstery, furniture antiquing, and housecleaning.

Activities:

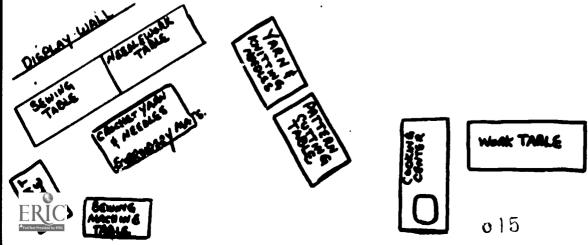
Fashion show design and decorate a room ironing planning, purchasing, and preparation of a menu field trips to community resources cooking contests and preparation of a recipe booklet

Resources Available for Field Trips and Outside Speakers:

Laclede Gas Co.
Union Electric Co.
Singer Sewing Co.
Freunds Baking Co.
Marc Interiors
Cohen Draperies
Rold Gold Pretzel Co.
Bordon Food Co.
Aunt Nellies Candy Co.
Landshire Sandwiches
Frito Lay Co.
Kraft Foods

Krispy Food Distributors
Carnation Co.
Carlstrom Foods
Mavrako Candy Co.
McCluer High School Home Ec. Dept.
Missouri University Ext. Division
Washington University Home Ec. Dept.
St. Louis County Health Department
U.S. Conservation Dept.
Shaw's Garden
Nursery Farms
Teachers, students, and parents

POSSIBLE ARRANGEMENT OF THE HOMEMAKING CENTER



MATH LEARNING CENTER

The Math Center is not set up as the total math program. It is designed to provide skills in such a way that children would enjoy participation in them. It should be used as a supplement to the regular math lessons. In this center we can set up certain games, real life math situations, and ways of practicing math skills.

Activities and Materials:

Store - Since children nowadays have some experience with money, we feel it would be a realistic situation for them to use money for purchasing objects. In this store the children would use many processes of math such as multiplication, division, subtraction, addition, weight, and measurement. For example: we have fruit priced by the pound. The fruit would have to be weighed and then priced according to the weight. Once the store is in operation, there may be different processes of math that become apparent.

Materials which may be used for the store can include: pictures of fruit and other signs; crates; cardboard; wood; boxtops and pictures of food; labels from containers of food; child's toy cash register; and a baby scale borrowed from home.

Used Car Lot - This center is designed to teach the children the value of large sums of money. We hope to give the child the idea of interest and monthly payments. We hope this would give them familiarity with salesmanship and bargaining. We have designed a form for them to fill out when purchasing the car. The materials used: cardboard; cars; forms which can be obtained from a car dealer.

Mastery Cards - The mastery cards cover 1 - 6. These cards are us as extra activities for the students. The students can choose the maste card that they are competent in working. The materials used are: pages out of discontinued math textbooks; 5 x 8 index cards, clear contact paper.

Games taken from PLUS (ed. Mary E. Platts, Educational Service) - Games from PLUS are designed as multi-age group games. Flash cards are used to determine grade levels. Some games are small group, individual, and class activities. All areas are included in this text. Some of the materials used include: scrap wood; cardboard boxes; paint, and 5 x 8 index cards.

RECREATION LEARNING CENTER

It has been aptly stated that "the work of childhood is play." With this theory as a foundation we believe that a Recreation Center should be an integral part of the learning community. Recreation promotes social interaction, provides for necessary relaxation and release of tension, serves to develop skills bringing about a sense of accomplishment, carries over into lifetime interests, brings unity to family living, and plays an important part in the development of the "well-minded" individual. For these reasons, we have set up the Recreation Center.



"Internals and Activities:

horseshoe set (rubber) bowling pins and ball (plastic) golf clubs and balls table tennis set and table badminton set ennis rackets and balls archery set trampoline! climbing rope parallel bars horizontal bars mats weights football baseball, bats & bases wiffle ball and bats basketball hockey set (plastic) & goals scoops box hockey plastic bottles fishing rods

sandbox tires parachute cargo net romper stompers scooters building blocks ring toss wooden cars and trucks checkers and other box games sliding board pogo stick stilts marbles jacks playground balls jumping ropes puzzles records and record player Indian clubs Camping equipment (tent, stove, lanterns) film loops and projector

THE SCIENCE CENTER

The Science Center is an area in the classroom where a collection of materials is available for the children to experiment through the manipulative, inquiry, and discovery methods.

'A de mais:

Section Section

Seed Pods (coconat, gourds, comes, cotton, Indian Corn, chestnut)
Liells woral, sand dollar, star fish)
Lard nests
Resets and Insect Nests (mud dauber, hornet, praying mantis)

the with moon made from scraps ording bin thereal, madaroni, seeds (beans, peas, corn)) and and sorters with various size screens of a religible to sorting, weighing and classifying



Animar Section

Steletons (human, (scale) "abbit, cat, mink)

Magnet Table

Magnet books

Many Magnets of various sizes, shapes, rusty, and materials on string (foil cloth, glass, plastic, foam, metal shavings, nail, pins, ruminum can, paper, fork, chain, paper clips, hair pin, etc.)

Mirror Cards

Tangram Cards and Pieces

Plant Section

Queen Anne's Lace (Wild Carrot) in water with various food colorings Variety of wild flowers (chicory - milkweed)
Plant booklet with various plants mounted and labeled
Bulbs (old and new)
Terramium

River Loot

Container with water

Pieces of driftwood - - pieces of water-logged wood (slime mold growing)

Books on earth and water (Stepping Into Science)

Rocks

Tap water

Tap water
Specimens of Mississippi River water and mud
Hand lenses
Tree bark
Rusty wire from river bank

Atmosphere and Weather (Experience Kit in Science)

Fitchen Physics

DLM Clear Snape Stencils

Electrical Table



wires
6.8 compasses

Sounds All About Stepping Into Science Things are Alike and Different Things are Made to Move Things To Do With Water Toby on the Move Who, What, and When?

:.: Scezey leGraw-Hill Book Company 'rements. The by Harry Walton

- Company

e - McGraw-Hill Book Company

. The Sciences

- MudMillan Science Series Gardrer

Teasers by Simon Dresner

Form and Schuster

const . Ldlin

Company Company

: Sum e Experience Units:

HE SCIENCE CENTE?

: SKELETONS

Bird Nests

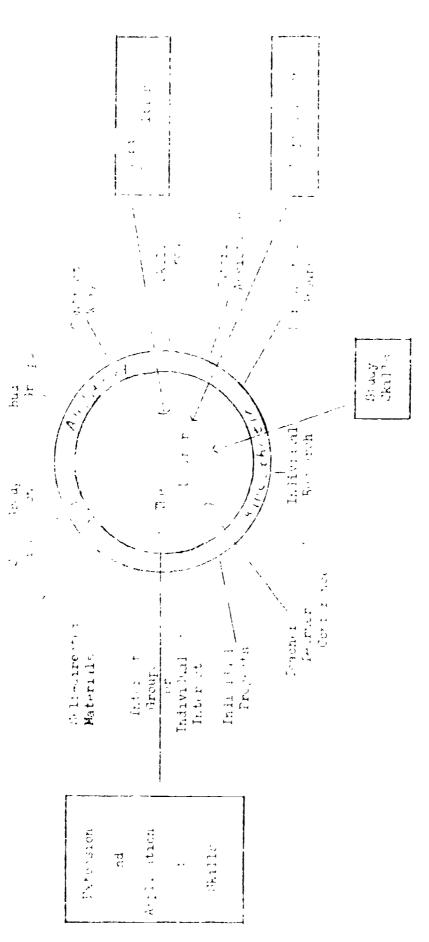
Avinal CENTER

and fode,

ō '9

APPENDIX P

1 f 1 L condi d Realm From



interest groups. Attention is given to var our warm recognition ealist, and iskills. At least one-half of the tise deads, to communication easily and The stimuli from the vericus modelithes will. uch as: relf-dir-cted maternals, small mongelization, bushessed orbal asciutance, performance groups, industrial receirch, in the contact The learner is the folial point of the in the distinct profits at application of these skills. and kines thetic means.

FRIMAY

(This is only one plan of organization, A warlety of activities is necessary for a good reading program.)

Fri.	Perform noe Group		Individual Frograte Thrafree reading Small skill groups teacker directed
Thurs.	Performance Group		Teacher Larner Conferences 1 hr.
, bel			Teacher Learner Conferences l hr. or. Experience Stories
Tues.	Ferformance Group	. T.	Feading and sharing a story 30 minutes - Ruddy Groups Alternate with small group dis- cassion (paperbacks)
Mon.	Trachir Leanier Conterences	Children do: Contract work Individual research Self-directed materials Tutorial assistance	Cmall Skill Group l hr.
1	; ;	>	<i>></i> ;

⋖7.

A. N. 1 Hr.

Primary

Friday	rerformance Groups	(See att.ched sheet)	Teacher/Learner Conferences Individual Projects - free reading - learning centers centers activities
Thursday	Small skill groups		Dramatization
1/ednesday	Performance Groups	able to all groups on a roteting basis.	Small skill groups (2 - 4 groups) Sharing (may be large or small grouping)
Tuesday	Performance Groups	rs available to al	Small skills groups (2 - 4 groups)
Monday	Performance Grou <u>f</u> s	Learning Centers avail	Language Activities - spelling - reading - writing

Р. М. 1 Нг.

022

Cent :rs
Interest
rs ir
of grou
Rotation

Reading Schedule for Performance Groups

9:00 - 9:20 Group & Work in group Group B Written activity Group C Interest center	Group A Interest center Group B Work in group Group C Written activity	Group A Written activity Group B Interest center	Group C Work in group
Group A Group B Group C	Group A Group B Group C	Group A Group B	Group C
02:6 - 00:6	9:20 - 9:40	9:40 - 10:00 Group A Group B	
Gam e B		a	4
, U	· Θ	4	ф
Science		e e	Ð
Library	∢ (n 0	А
Math A	ഇ (၁ ဓ	
Mon.	Tues.	wed. Thurs.	Fri.

After children have the structured experiences with definite times in the learning center, more flexibility can be provided.

INTERMEDIATE

•	Mon.	Thes	wed.	Thurs.	Fri.
	Actence Expla	Explain technical terms - standard best be done through	cuch at graphs, models,	charts and scientific	instrum ats. This
	Use l	Use litrary sources to solve reading material.	, problem. Wo.k on	nate of reading in rela	reading in relation to type of
	Social Use lib word	orary sources f 1. Help child events. Read	for a particular topic. Help chald understand the various mannes of a to skim mater al. Work on sequence of events in unierstanding historians, graphs, tibles and pictures.	Help child understand the on sequence of events in in pictures.	arious manings of a
	Math Empha	Help shild to understand wo Emphasize slow reading and cues and facts.	child to understand word problems effectively. Size slow reading and attention to word ss and facts.	Construct list of	word irchleme uning a given basic facts and figures.
2 hr.	Performance Group A or Special Skill Group for Teacher Learner Con- ferences	Teacher Learner Conferences Performance Group B or Special Skill Group	Small Group Discussion using Paperbacks 45 minutes or using literature	Performance Group A or Special Skills Group Teacher Learner Conferences	Special Skill Group or Performance Group B Feather Bearner Conferences
	Students 1. 2. 3.	are: Using self-directed mate Working in buddy groups Engaging in individual Doing Contract Work	ected materials dy groups dividual projects or research Work		-

i terratiate Plan for Reading

i hour daily

(The entire group is divided into 5 small interest groups.)

Fri.	Interest Group V	ind parts of a	Skill Group	Individual help Conferences	
Thurs.	Interest Group IV	and compare sources, find parts of	Conferences	Individual help Conferences	
Wed.	Interest Group III	nion, use	Skill Group	Individual help Conferences	-
Tuc s•	Interest Group II	of took be material, describe so	Fock Confurences	Individual help Conferences	
Mon.	Interest Group I	Group based on type Froup may evaluate selection that	Skill Groups or book conferences	Conferences Individual help	~
_	20 ™11.		20 min.	20 ~1n.	

Intermediate (inlividualizei approvel.)

Vir ir y	The Afferda	mulus picture my class n sequence story
Yeb sanar	Squory little	tiviries: Rree ren. ng Oral radding prictice Drambting: - story from stimulus picture feelings Foetry Footry Fook for prin. ny clans Footry F
e inesday.	de acher/lacemae Conferences	AC
Puesday	Skill group of	books salers scenter er criter lassword sorabble
Mry lay	Cowher/Learner Conferences	Materials: Library books: Magazines Fresback books Besal readers Triting center Art center Trpe recorder Gemes - Fassword Antonym a

Students york in small skill groups according to the in needs. There groups meet for instinction ath the teacher trice each week.

ا در در

SUGGESTIONS FOR TEACHING COMPREHENSION

Questions for Skill Development

A prerequisite to the effective teaching of comprehension skills is the ability to ask questions which require the use of each specific skill as it is being taught and practiced. Suggested questions are listed below for each major comprehension skill.

1.	Purpose questions to deep in mind while reading
	a. Would you have made the same decision as b. Can you find out if c. What is the main idea of the author? d. What is the viewpoint of the author? e. What are the steps of the process?
2.	Asking for the main idea
	 a. What is the topic sentence (main idea) of this paragraph? b. What is the main point(s) of the author? c. What would be a good headline for this paragraph? d. What would be a good title for this article or story? e. What is the main idea?
3.	Noting details
	a. What facts did the author give? b. What time does c. How much liquid d. Where did the event happen? e. When did the main character get home?
4.	Seeing the organization of ideas
	a. In what ways are the two alike? Different? b. List the arguments for? c. List the various methods of land conservation.
5.	Understanding sequence (following direction)
	a. What steps do we follow when? b. What happened first? c. What do we do after?
6.	Predicting and anticipating
	a. What do you think will happen next? b. Since he lost the fight, what will he do? c. What do you think will be the result of?
_	ah 1 02 man Askanikaan

Suggested Classroom Activities

- 1. Recognizing the main idea
 - a. Have the student express the main idea in low own words.
 - b. Underline the main ideas in several paragraphs in a textbook and note where they are usually found.
 - c. Write a paragraph siving a main idea.



- d. Give titles to parag.aphs.
- e. State an appropriate headline for a selection for a paragraph.
- f. Practice using the headings in heavy black print.
- g. Check the main idea with the introductory and summary paragraphs a chapter.
- h. Select from a list of sentences the one that best expresses the main idea of a paragraph of a selection.

2. Noting details

- a. Note relative importance of details by such signal words as above all, most important, of greatest value.
- b. Notice the ways in which the author indicates the relative importance of details:
 - (1) by giving more space to one fact than to another,
 - (2) by the use of introductory remarks such as "above all" or 'most important,"
 - (3) by organization as indicated by heading in heavy black print,
 - (4) by the use of italics,
 - (5) by picture and other graphic aids, and
 - (6) by the list of important words at the end of a chapter.
- c. Select a character that you like or dislike and determine what the author has done to make you react to the character.
- d. Match a series of details with a list of main ideas.
- e. Study the regulations for operating a piece of equipment.
- f. Answer questions of detail included in a selection.

3. Organizing ideas

- a. Classify objects in a room according to their function.
- b. Tell what items belong in classifications, such as food and recreation.
- c. Study the table of contents to note the organization of a book.
- d. Categorize information (i.e., ways of travel, ways to communicate, etc.).

4. Seeing the sequence

- a. Read the main ideas in a chapter to get an overview in sequence of the material coverei.
- b. Enumerate the steps of a process or in a chain of historical events.
- c. Notice the words that suggest the introduction of another step, such as, then, finally, second, another, subsequently.
- d. Note the steps in proper order for constructing some object, doing some written assignment, doing an experiment.
- e. List the chain of events leading to some scientific discovery.

5. Predicting and anticipating

- a. In a situation of confusion and indecision, have the reader anticipate what he thinks will happen next. Why?
- b. Compare present-day conditions with those of a certain period in the past; decide what will likely happen next.
- c. Consider what will happen next in light of
 - (1) background events,
 - (2) characters involved, and
 - (3) the situation.
- d. Make up endings for stories.
- e. Estimate the answer to an arithmetic problem.



APPENDIX R

PENCILS, PAPER AND PEANICKLES

Creative Writing (Primary)

Ferguson-Florissant School District 655 January Avenue Ferguson, Missouri

September, 1973



TABLE OF CONTENTS

SWITCA-A00
STORY STARTERS
LET'S COML ALIVE
WHY? HOW
TOYS COME ALIVL
DODY LANGUAGE
NEWS AND VIEWS
PUPPET PLAY - BOOK REPORT
PUPPET PLAY
PUPPETS ARL FUN TO MAKE
OTHER IDEAS FOR REPORTING ON BOOKS
LETTERS, NOTES, AND SPECIAL QUOTES
IDEAS FOR DRY DAYS
DOODLIN'
EITHER - OR
CLOSE YOUR EYES AND
PLUS, PLAYS AND PLAYERS
STORY PUZZLERS
RIBUS STORYWRITING
NEWS" NOTES TO NEIGHBORS
WhA: 13 THAT? 5
CLOWNING AROUND
A WHIZ QUIZ
1.00CGHT PROVOKERS
COMIC LAPURS



	1	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	ب را
	1		\ :	. ر	•		•	•	•		•	•	•	•	•	•	•	•	•	•	6,
. i	Ĵ₹.				•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	67
:	دلداثه	:			•	•	•	•		•		•		•	•	•	•	•	•		70
V.5 3.1 40	TIVAS	:0R5	ST.	IM	ΊLΑ	<u>1</u>	57	COR	ΙE	S		•			•	•	•		•	•	7.2
) .tAi	دلت ا	• ;	!	•	•		•	•				•		•			•		•	73
6						•		•					•	•				•		•	, ,
and a	LUKÎ.	YOU	JN.	•	•			•	•		•		•								76
	15 .		•		•			•		•	•		•	•				•	•		78
A MAI	Vi.		•	<u>.</u> .			•		•	•	•		•	•	•	•	•				82
Taller Aller					•				•			•			•		•			•	84
COMPARIN	`	_S .					•	•				•		•	•	•	•	•		•	85
1.7 702/	'kS		•													•				•	87
1, 15 FOS	CTIR	sī L	IXL	S.			•											•		•	88
Na. 11									•				•	•				•	•		85
The Land	.i		•										•	•		•			•		90
· · · · · · · · · · · · · · · · · · ·	, · ·	LXL					•		•	•					•	•	•	•			91
· . · · .	g	. 0	NL					•				•								•	9.
ās I		NEL	ت ت.	0	Rh1	MI	A	LL	T	ŀΕ	,	. M.									z* (
	'							•	•									•	•		91
	i. u		ARL	. I	::7	AN	ΥT	TΜ	La		•		•	•				•	•		<i>5</i> ,
	•								•							•		٠			30
	. :						•	•	•		•	•			•	•	•		•	•] ((
							•	•		•						•					, 0
	∴.w.	::2	•													•			•		i o.



						•		,			•	ŧ
S.A. L. A.A.	. ·		•			•	 •		•			15
Market - Land Police	Da 18 6		•			•						105
MARI ALW Wirds						•					•	
,	57.1P .	A	، 	ř.								
3 11/12/	13.						 •					± ,
CA. :	giva (tvi)	ا أ	£ .	(ی،			 •	•				~ A *
	NIKS .	• 1					 •	•				
ilo Xilo								•			•	
	<i>i</i> 5		•							,		9
, -	1.73											

•



SWITCH-A-ROO!

Purpose: To develop creative writing in group stories and work on group coope __on.

- 1. Begin by writing a class story on the board in which everyone contributes a sentence. Continually stress group cooperation.
- 2. On another day divide the children into groups, about five in each group, and have each child begin to write a story using story starters. If you have five people in each group only use five story starters for the whole class. Children can then see how different titles inspire students in different ways. After 2 5 minutes instruct the children to switch papers within their group. Continue to switch papers using the same time allotment until each person in the group has contributed to each other's story.
- 3. On the following day let each child read his "group" story.
- 4. Variation: Assign each child in the group one of the five w's who, what, when, where, why. Together they can write one story, each being in charge of his w. The length of time spent is up to the teacher and the group. When all the groups have finished, let them read their stories or display them on a bulletin board with illustrations. Or + let the group select a topic. Assign each child a w. Individually have them answer their question on paper. When a region is finished, have them put their answers together and then read their story aloud.



15 to be happy? Sto get moneys
Stor fame
Sto help others
Sto entertain rpulling weeds 1:00 a.m. Stake COOCU School moun SEaster evening complaining 23pring sleeping Selimbing eating mpic star) teacher

Suggested story starters:

Mike, Jim and Joey were moving to Alaska.

- There I stood in the middle of the room with all those eyes watching me.
- 3. I saw a giant living in the barn on the hill.
- Everyone was helping decorate the tree except Tommy
 Michaels.
- 5. Rain! Dullsville Inc.!!
- 6. Oh dear! Trouble just walked through the door.
- 7. Justin (Drooks) did not like his (her) name.
- Hank flung the door open and yelled, "I'm home" but no one answered.
- 9. It was such a cold, dreary day.
- 10. I'm so happy that I feel like running all over the neighborhood.

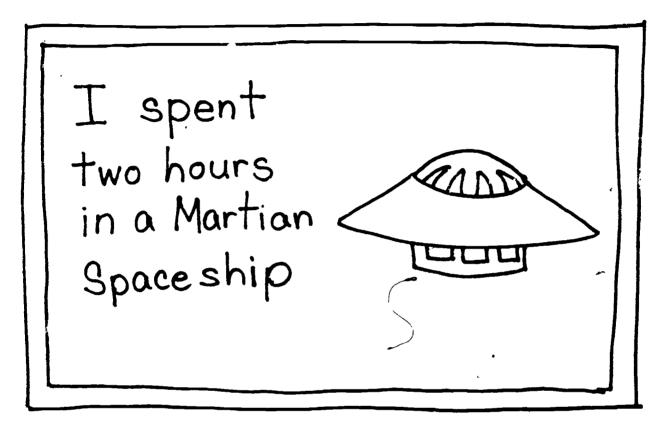




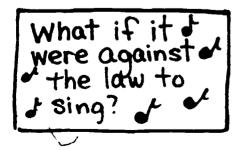
7,

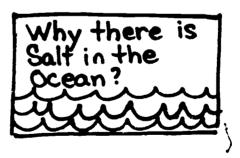
STORY STARTERS

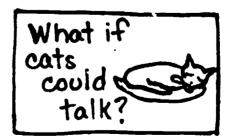
These can be very effective when put on 5×7 " cards, made colorful and laminated. The children like to be able to have the card when writing.



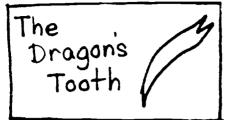


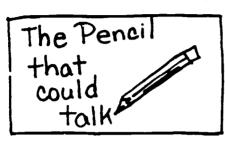


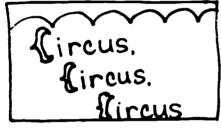




















How to make one piece of chewing Gum Last for years









The Unhappy
Jack-oLantern

Bats in the Belfry







Calvin was a cranky Crocodile

What if it o o always of some son so of Saturday

Whale " For Story

If I were & 2 inches high



The Day | 00 0 it rained 00 0 Hearts

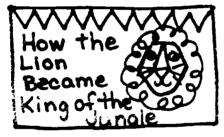
The Night the Lights went out













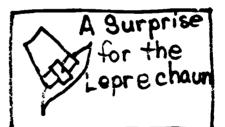




The Wonderful Circus Trick









7

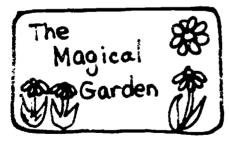
If I were an Icicle





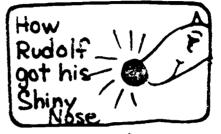
The Elves Surprise

The Bunny That Disappeared





The Christmas
Tree who wasn't
Chosen

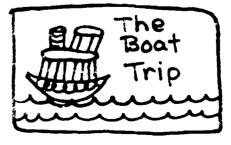




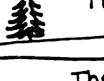
How the Tiger got his Stripes





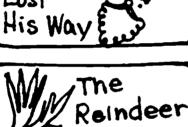




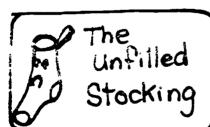


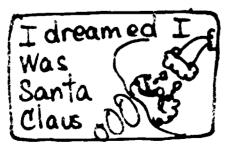
The Present Nobody Wanted

When Santa Lost His War



Race







The Doll
That
Wanted
a home

The Christmas Constanta Forgot

The Treeless Christmas

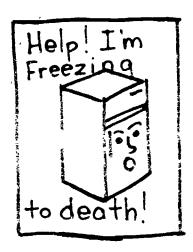
If I could only have one Gift for Christmas

If I were a Snowflake

UTT ' COME ALIVE!

Purpose: O starui to amagination

Their pencils probably wish they could so they could say "quit biting me." A desk chair might wish it could say "quit rocking me, I'm not a rocker!" Have the children first draw inanimate objects and make captions for the pictures stating how the object feels.





2. For a will well activity have the students select one graph of word like to write more about. Have them to wrate her started, do a story, oard together.



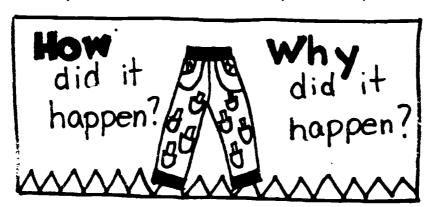
7 /

Purpose: To develop the concept of why and now and stimurate creative thinking (open-ended activity).

- must get across the idea that myths ask why and how questions and are made up about things that really did not happen.

 have a brainstorming session and get the children to ask questions. Why is there salt in the ocean? Why is an orange orange? Why is the zebra striped?
- 2. Read several myths such as Why the Bear Has a Stumpy Tail or

 How the Pig Got a Curly Tail from Arouthnot's Anthology of
 Children's Literature.
- 3. Develop a bulletin board around why and how questions.



suggested questions that come be put on strips of paper and placed in the potentia.

- .. King does the containe just luring the day?
- 2. Now did the zeora get his stripes?
- 3. Way does a raport have a powder putf tuil?
- 4. New dru the Kangaroo get his pouch?
- J. Ow life Radolph yet a diany nose?
- .. why about his ereplante have a trunk!
- 7. Why is there a rajhbow after a storm?
 - . On the to obtain get his way, held



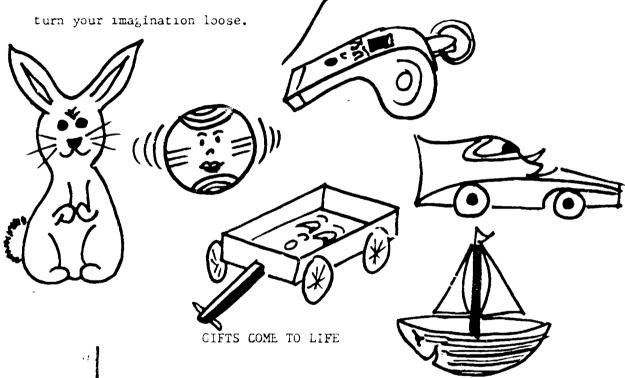
TOYS' COME ALIVE

Bring toys to school to stimulate stories.

Examples: stuffed animals, digging machines, trucks, clowr, doll and doll furniture, puppets, cars and plastic

dinosaurs.

Pretend the animals come to life one night. Choose one and

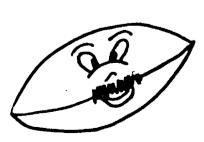


Pretend you are a gift and you come alive. Write your story.

Gift ideas: a new broycle, a basketball, a baseball mitt, a new

sweater, a baby doll, a puppy, an unwanted gift.









1117

. The Address role play or partomine the ideas belw.

The same but them into the mood to do some prearise

- . What do you want to do or say when someone chies to visit your family and says, "My now you've grown" or "You look just like your father!"
- e. So a showflake falling from the sky. How do you lett? What do you want to do? What happers to make

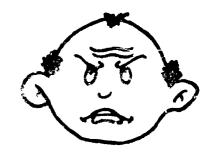
he number cloud (a rain cloud). Would you feel then 10 you were a soft, fluffy cloud? What are your plans? Are you going to join up with the function louds and be destructive?

- Proton you are an apple tree in an orolard. Which we are retor be a different bind of tree? You or you have the spring, summer, we tay and falls









children with the title their own story one the social book could after the compared for imposes and differences





to requality children with vectors of the computer.

Montions: This is an spen-ended activity that can last all year not none note marked as the

year progresses. Divide the bulletin bond space in three ections.

V ews views

News

School

Student of the Week News her back yard. She will be back to school next weak. She will Leta was in the hospital ten dayaafter breaking her leg. She fell out Still wear a cast. We will all help her We con 大ののよ

We have an attractive bulletin board with our own stories on it. I like pet show so snit eculd come visit

is histavorite Steve is the fastest runner in our room, He likes sports and sam burger.

our room and he ped us with our story-writing. We had a good lesson with her. We wrote some

new books on display in the library. Besure to look at them and you may want to check one out.

lews views	School News	
	Local News	Studentof the Week
	School News	

0.13

Stage 3

	World News	Local News
Jewsviews	School News	Student of the Week
	Room News	

0 13



13

PUPPET PLAY - 600% REPORT

CHARLOTTE'S WEB - BY E. B. WHITE

NII

11/All

Purpose: To present a unique way of giving a book report that

interests children.

Henry: Merry Lee, why are you sniffing? I hate to see girls cry. What makes you so sad?

Merry Lee: Forgive me for crying so much, Henry. I suppose I am a sentimental person. I just finished reading an exciting book, but it's so sad at the end. (Merry Lee shiffs) Have you read Chariotte's Web?

Henry: No, I haven't, Merry Lee. Do you think I would enjoy it?

Merry Lee: I'm sure you would, Henry. It's about a pig named

Wilbur who had an unusual friend.

Henry: An unusual friend? Tell me about the book. I dig friends who are different.

Merry Lee: Well, believe it or not Wilbur's friend was a spider named Charlotte.

meary: Ugh! I hate spiders. How could Wilbur be irrends with a spider. Not me, Merry Lee. I would run if I saw one.

Merry Lee: Well, Wilbur was so lonely living alone in the cellar of the barn. He was excited to have anyone to talk with him.

Besides, Charlotte proved to be his taithful triend. She saved



meary: Come now, merry acc. now could anything so shall as a spider save a pig's life?

Merry Lee: Well, you see, Wilbur overheard he was to be killed for meat when he grew rut enough in the Tail. he became very upset about this ind Charlotte thought or a plan to save him. She used her own resources, her web spinning ability, to carry out her plan.

metry: Well, Charlotte was a gracious friend and very intelligent 1 would say for a spider.

Merry Lee: Indeed she was! And she used a sheaky old rat named lempleton to help her with her plan. He had to be rewarded for his part in the plut, but Charlotte was wise and knew how to get him to work for her. You better read the book henry, before I tell you way I was crying.

leary: I will go right now and one / Charlette's Web out of the





PUPPLT PLAY

Purpose: To encourage writing plays and presenting them

MEET THE NEW WEIGHBOR

Gloria: On, good morning sir! Are you our new neighbor? I'm

Gloria Do Good. I'm so glad to meet you!

Mr. Tiddlemouse: I'm Sam Tiddlemouse and I'm glad to know you

too. This seems to be a friendly neighborhood.

Sioria: Yes it is. I have a neat neighbor, Freddy Frisby you

must meet. You wait here Mr. Tiddlemouse while I go get Freddy.

(Gioria goes to eage of stage in right and calls. While she is

leaving, Mr. Tiddlemouse goes oil stage at left.)

Gloria (calling loudly): Fready! Freddy! Come here! I want you

to meet our new neighbor, Mr. Tidliemouse.

Freddy: Sure, Gioria, I do want to meet him. (They both come on

stage).

Gloria: Now, where could Mr. Tiddlemouse have gone? Oh dear, you

stay here Tready while I call him. He must have gone in his house

for schetning. (Gloria goes to edge of stage on left. While she

is leaving Freddy goes off stage right.)

Gloria: Mr. Tiddlemouse! Mr. Tiddlemouse! Please come out of your

house to meet Freudy. He is here now.

Mr. Flauremouse: Forgive me Gloriu for leaving, but I heard my

telephone ringing.

Giotili Well, now where has Freddy gone! Mr. Tiddlemouse, you

want magnit here how and i'll as get Fredui. I'de want you to meet



Course goes to buge at stage at rest.)

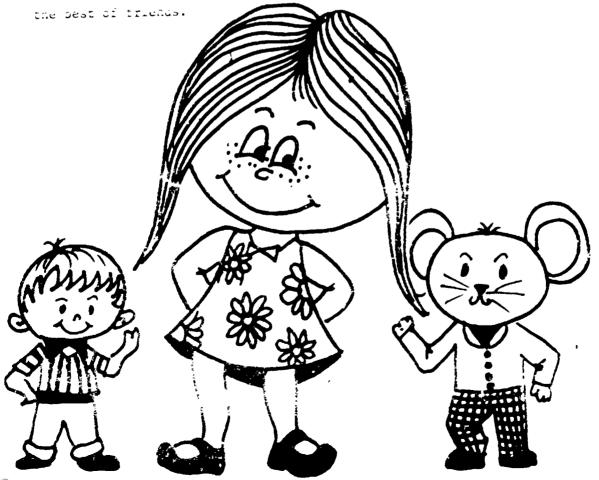
Gloria: Freddy, Breddy, ydo-hoo! I have hr. Tiddlemouse waiting here for you to meet.

Freddy: On, Gloria, I'm sorry I had to leave. The mailman came and I wanted to give him a letter to mail.

Gloria: That's all right, Freddy. On, no! Now Mr. Tiddlemouse is gone again! Gracious me! I must leave myself and take a cake out of the oven. (Gloria exits)

Freedy: Well, here comes the new neighbor! You must be Mr. Tiddlemouse. I am Freeddy Frisby.

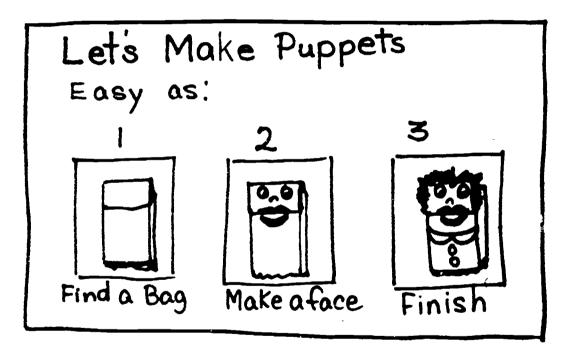
Mr. Ticclemouse: Grad to know you Freedy. I am sure we will be



PUPPETS ALL FUN TO MAKE

Purpose: For the inhibited child puppets are a prop to make citing fun.

1. A paper has can become a puppet. But the mouth on the fold on the bottom of the base so your puppet can talk. This puppet can be made at the beginning of school. Let the child hold the puppet and tell scrething about nimself.



After the puppets have been made and used, change the letters to read we Made Puppets and display all the puppets on the board.



2. Stick puppets are easy to make. Draw your puppet, cut it out and glue it to a popsicle stick or a ruler. Puppets can be scotch taped on your fingers. One child can have his own puppet play. Back Front

4. Papier mache puppets can be made over toilet tissue rolls.

Wad up a piece of newspaper in the shape of a head. Wrap
the head with twine to keep it together and attach the head
to the tissue roll. Papier mache over the head. Use a
square of cloth to cover the roll and your hand.

Once a

OTHER_IDEAS FOR REPORTING ON BOOKS

Purpose:

Put ideas on cards and let pupils choose the type of book report he would like to give.

- 1. Pretend you are one of the characters in a book. Write a monologue in front of the class.
- Write a funny incident from the book; the most exciting part; the saddest part; the part you like best; the funniest incident.
- 3. Make a mural of a scene from a book.
- 4. Set up a radio broadcasting studio with micophone, desk, chair.

 Write and present a one to three minute book review.
- 5. Make a diorama.
- 6. Sculpture a character figure out of clay. Write a description to go along with it.
- 7. Make a book cover for your book.
- 8. Draw an advertisement that could be put in a school newspaper about the book you are reporting on.
- 9. Draw a cartoon strip about the book.
- 10. Write a letter to a friend recommending a book you've read.
- 11. Have girls present a fashion show, modeling clothes and acting out their favorite book character.
- 12. Write a letter to the author telling him you liked his book.

Lillan, ACINS AND SPECIAL ICOTES

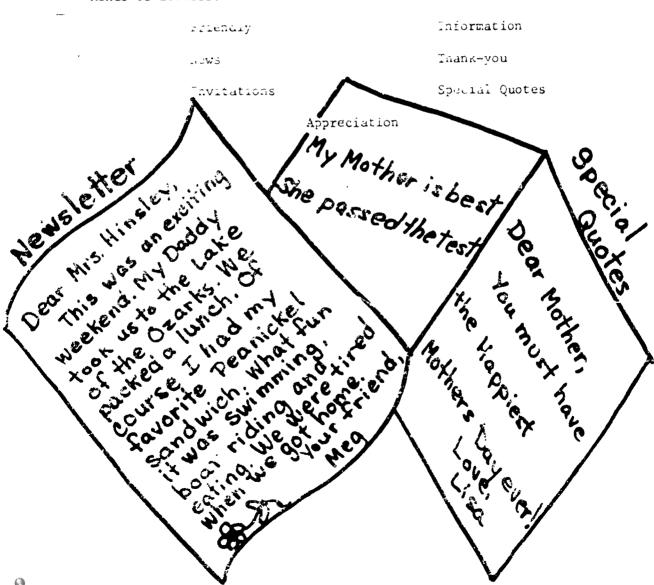
Purpose. To encourage creativity through letter writing.

Ine child gains practice in writing events in

Sequential order and in relating his own ex
periences.

Directions: Lach enild makes his own mailbox for letters or
a larger mailbox for the entire room could be used.
Letters would be distributed at the end of the day.

kinus of Letters:





Our Weekly Redder Writing for Dear Walteries had ar article on about Information we have been by the best was out older John Crook and Me Leally on J. H. Me Dear Mr. Selder, mue we we we have Our teacher has read two of your books to our class incompand the our class where we wrene we wisten in the winds in the w we enjoyed withing wonders where you get the deas for these stories Our Portion berel Could you tell us The rest of the state were l h White best are Thank - You Note ou3

Dear Mrs. Moore, Dec. Mrs. His. Please move m/desk away talke so much With the fill the service .euchers Freg. 0.23



and the second of the second o

A CONTRACT OF THE STATE OF THE

And the second of the second o

. •

De More Pen Pais

- 1. International Friendship League Box 1201 Kansas City 41, Missouri
- Ine Canadian Education Association is Bloor Street, W. Toronto 5. Ontario. Canada

The second secon

المهور ومنهم المراب المراب المراب المراب المحاجب المحاجب المراب المحاجب المراب المحاجب المراب المحاجب المراب المحاجب المراب المحاجب المراب المحاجب الم

الجيارة كالأنفاء لتنا للتأثياء المرسوبين إبيارا إيجا

ومعرفين المنافية المنافية المنافية المنافية المنافية المنافية المنافية المنافية المنافية المنافية المنافية المنافية

The state of the s

الواملا ما أن معينية بالوالي الإلياني الوال

the control of the co

المنافعين المنافق المناز لمقدا الماران

ت. او و وید فاد منطق مساور به این این این این این او روای ر

وهواها وشراعموها بربان الرابيان الإارا

الأنكية الشقط فيساطان المجاد للشأ المالي والروان

والمعاملات المناسف للتناثي المتاني إلماء الماليان المرازي

وووووها فأوعلها والأثوا مويان ياليان الماليان

المتماعين أرباع عالما للمكات المرازي الرباي

and the second s

The second of the second of the second

_ _

- -- ·

وللتحاري والأراج أبا كمان المحالة ولأم ورياييون والمامين والمناشرين والمراورة المام المراجع المراجع July Table and Rect David Court. المراجع والإطالينية الدارات المارات Unit and sures of Lagrand Street. out if a were my manament call. o . Not with the Mark - Frace me a setter one, rise in a series to the confidence of 15, Aliab L. . Suite in Lague Gradian? of that would you do if potations tasked like _____. the same of the control of the second particles and particles and the second states a The first control of the part of the part of the control of the first of the control of the cont The contract of the second of the contract of energy with the first contract of the first the contract of the contract of the contract





The second secon

a le la companya del companya del companya de la co

- الأنافاع والمناس المناس المناس المناس
- Ja. Prime Would happen it you whent't there!
- US. II als The Glother in the Mobil Were the same Side.
- المتحدد بالمناكم كأمجموخ ببيانا بتدا تربيعهم الإيجادات بدا شام بإنساء بالمعادم بالماريج
- What wears mapped II show was rea! Votate it be prettier than whate show.
- os. Protona for are a 400 meeper and an orangalan was your neiper,
- 59. Muke perieve you are prange prange all over. What are you!
- bo. Things I so when I have the shilles.
- of. The unnappy broad's teams became show him for the pular bears.
- out Problems of the lonery goose and large to jo south.
- by. Things I dismike duing during the weer-end.
- Le Tille Lay of the section Fact that
- The art of the part of the barrenger to the contract of the co
- وتمايين الدوليسية المتكافية المناز المتراثين المراز المال
- والمستراح والمستراء
- and the contract of the second of the contract
 - ومائة بمناور الدارو لدف للكركم فأعاثكم الأعاري المرياني
- وعدها كرا بميانيا يالمرازي
- _ _
- .
- .

وقيرن ورزو عجيد فالأنطاء سفاور الجري

ه المحمد

Ne auti un Taku

out the terminal was book there is not been

bi. I did imitano mun'd been mere ale t'e lilitati came to America.

In a farmer of distances

وويات تندي ينايا يا الما الما

وفقديره فمش كفيم مقيرتها بالرابيات أزارون

out the out with our many sisters (the jury with the many prothers

on, the total thing and root talk inter animally

ur, ill un la large dem pumber dimbet decame pur l'espert.

ومدايده مطاهمات المتداو بمعال المدادات

y.. . . - inal librar tree.

ستهدم فلا ما عليه المستقدين الراب على السيارات السائد المستقدين الماليات المستقدمة المستقد ال

معقد باستران ا

حسامه بالتاب

-

·

وورون المراجع والمراجع والمراجع والمراجع والمراجع والمراجع والمراجع والمراجع والمراجع والمراجع والمراجع والمراجع

way in a water of water water

روي المريد المريد المشال المعالي المريدي المريدي المريدي

Lim, Lie Finnade, fotbilef.

i. . The cown walmout money.

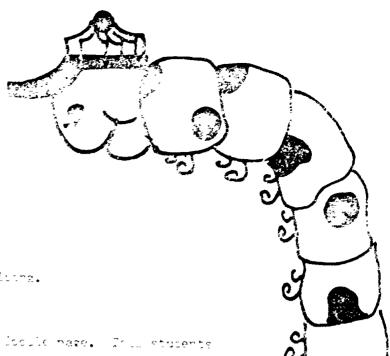
The with the that country and

المراب المناس المناسلة المناسب

Lue. What would you change at a look of you could change one thing.







· · · ·

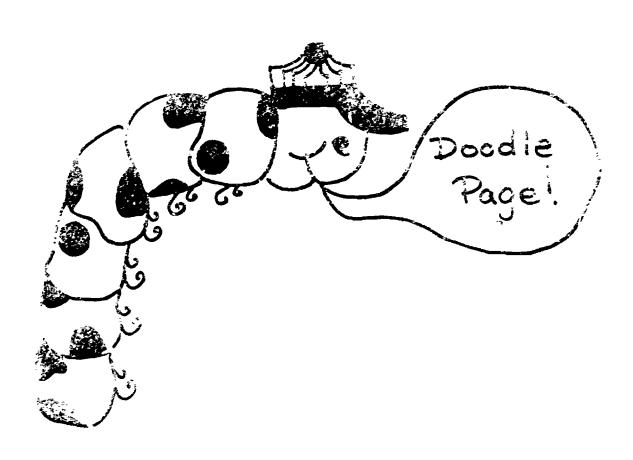
Turposet Trautowo Aritte

pasale base "Tribility of the writing.

- to write off their thoughts, were number, "useff your pency about their thoughts, were number, "useff your pency about their strength." If it is not no focus their attention within the classroom. Con't wirry about spelling.
- 2. The tendence of the recognized the registren by section up a situation of registrent indications intoing them carry under the """ and cap in its faction is very account from the tender. "The tender than in its faction is a property of the tender than in its faction. The tender than in its faction is in its faction.

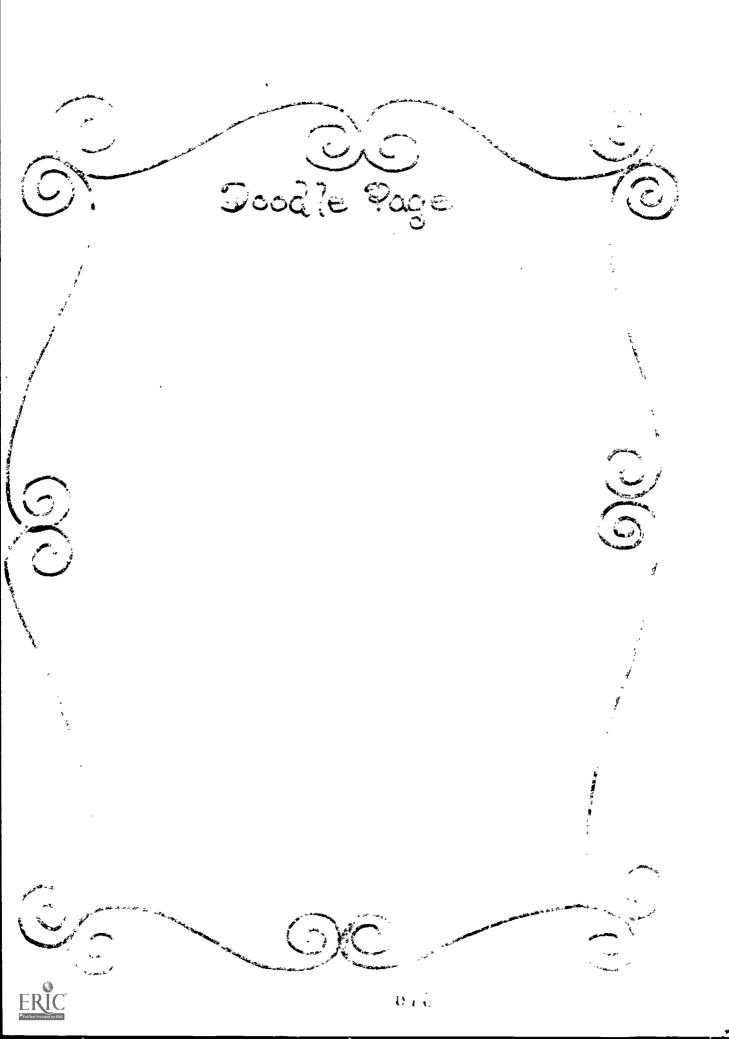
White a mineral harmonia term in tark in to we higging.







ERIC Frontidad by ERIC



ERIC.

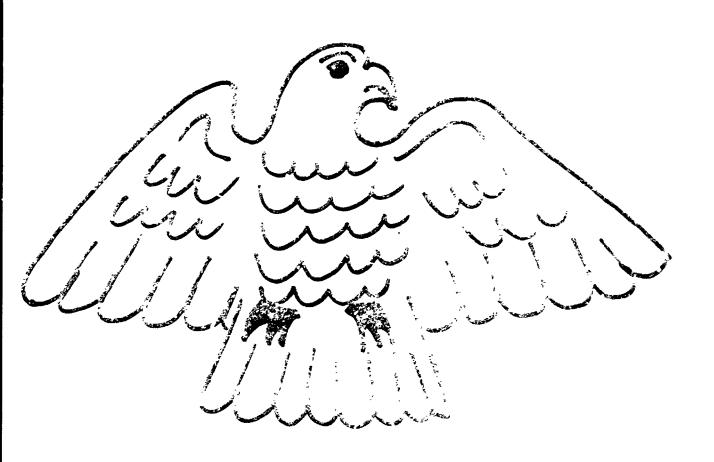
MODER







Freedom. E Wor Free







Freddom - With Fred



= 170.20 - On

Thend you would need him up and you realized it was 5 o'clock and you should be nome. What would you ao?

2. The class has been assigned a book report. Two weeks later, when it is due, your friend has not read his book but he knows that you have. He asks you to write his report for him. What would you do?

Elther - Or.

- you are in a department store and you see your friend take something. What would you do?
- ing a special weekend camping trip to Silver Dollar City for your birthday. The morning you are to leave your brother wakes up sick. Your mother has said she will stay home with him and you and your father may go. What would you do?



الماسية المائد الدا المتبيد الماران المتابية المستوام المتباران

and reflect and reflect and real services of the court

As you're getting ready to leave some increasy afternoon, walk up to one child and gak him to tell you the first thing to things about when you say the word - woekend. Do this with other students but change the words. For example, use Friday hight supper, sunday afternoon or Saturday.

To further illustrate ways words can nelp us understand how others feel and help us communicate more electively, let the class play password. Selectious persons to play password and he to be the moderator. Make the directions clear - use one were class that will allow each paroner to associate an answer with the words you're siving him.

The following example provides a technique that the players

Homework:

Clues could be:

i. assignments

3. Dooks

7. study 4. hours
These 4 clues should be enough
for the players to guess the word

t at the relation of Mass or NO answer. In Arger to

Object - board eraser
Questions Lisitalive? - no
Lisitalive? - no
Lican we use it? - ves
3 Do we all have one? - no
4 Are there many of
theman the room? - no

L. THOS TO SELLE THE CHILD'S ACTIVITY SAGE WORK WITH THE SHEET SHEET SECTIONS, STATE SECTIONS ON SUSTEMANTAL SECTIONS OF THE WORK, MAKE WITH SECTIONS ALLOWER SHEET THE NUMBER OF THE SHEET AND SECTIONS OF THE SECTION SECTIONS OF THE SECTION OF THE

Object - Tree Clues -

i byown 2. opeen

5. alive

4. ests

5.

7 arms

g. rough

Let's Associate:

bath. homework eating space vocation

PLOTE, PLOYS, PLAYERS

Purpose: Story writing is easier to teach if children can see

the three parts: People and places; events arranged

in sequiatial order; and the ending.

Directions: Children can make cards for a file putting them into

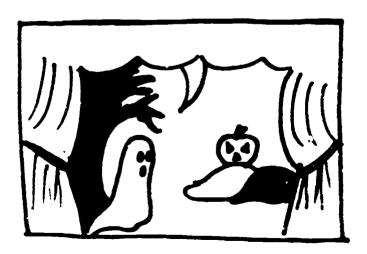
the proper order: people and places, events and ending

cards.

Sample cards can e made for the children. The children can write their own people and places cards, event cards and ending cards. These, too, can be added to the file.

After the cards are made and categorized each child may choose a people and places card and at least three event cards to arrange in sequential order. Once this has been done an ending can be selected. These cards are laid on the desk or table in the order they will be used in the story. Using the cards as an outline the child is ready to start writing is story.









7 3 30 X 2 The second secon Comment of the second

his leg betwee two rocks

door ond

Charles and the state of the st

after the boys got right they were that everything had everything had everything had everything had

Salvered,

Special Contract

leshed, thunder

To de la contraction de la con

. . .

Puzzei

Ler 2

With the 2

Sign and a = 1

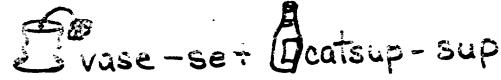
Answer

Puzzie 2



Answer____

Puzz e 3





Answer____

REDUS DIORINATTING

Purpose. To make use or Children's speaking vocabulary.

Uflawings can be used instead of the words children

can't spell.

pictures for words they can't speil.

WHAT HAPPENED TO NICKI:

Pete's dog was gone. Oh, how could it have happened!

Pete had fed Nicky that very morning and given him a bone to eat. Sitting on a step on the back porch, Pete put his head in his hands to think. There was a fence around the yard and the gate was closed. Someone must have come into the yard and failed to latch the gate. That was what happened, thought Pete.

Where would Nicky go if he were loose? Could he be at the park?

Pete often took him there for a romp. Pete jumped up from the step, put on his ball cap, jumped on his bicycle and away he sped!

"Oh please, let me find my dog," pleaded Pete.

As Pete rode his bicycle around the park he suddenly turned when the path toward the lake. There was Nicky at the lake barking at the ducks. "NICKY! NICKY!" he called. Nicky came bounding to Pete.

"On Nicky! I'm so glad I found you!" Pete crooned, throwing



ン

what rappended to Nicky?

Petes Was gone. Oh, how could it have nappened! Pete had fed Nicky that very mornine and given him a to eat. Sitting on a on The back porch, Pete put his e oppoin his to think. There was a 通用 around the yara and the fall was closed. Samual must have come into -ne young and failed to latch The final was what nappened thought Posts. Where would Nicky go of he were losse? Could se se at the MANNE?

Jease, let me find my Williams

As Pete rode his of a consumer time to ward the service was Nicky at the 10%.

There was Nicky at the 10% wicky.

The called Nicky came

Active he called Nicky came

"On, Nicky! I'm so glad I found you!" Pete crooned, throwing his arms around his doo. Nicky just wagged his

NEWSY NOTES TO NEIGHBORS

Purpose: To provide an opportunity to use alliteration

preative writing.

1. During a holiday season, let the children choose a person they want to send a card to. Then using the dictionary, let the children find words they can use to describe that person that begins with the same letters as their name.

For example: Susan

You are such a spicy person, Susan You make everything seem so super When I'm sad, you make me smile You could sell me a soupbone—You're so sensational! I'm sure happy to have you as a special friend.



DECK I I VIGIL DA UNE BOURG AND IDE CILITEN IN EXAME

LE LE FUI DOLL MOG INGO COLLO ADDIC IT DO LITTLE OF CHARACTURADO.

That's the ionical worm I

The second of the second of the second of the above each term of the second of the sec

CONTRACTOR NATIONAL C

Purpose: To work together to write original poems

1. Have the class make a list of humorous words such as wighle, silly, jumpy, jiggle, clown, laughable.

2. Get the children to think of rhyming words for each one and make funny 2-line rhymes such as:

The little fat clown. Couldn't hear a sound.

The little old man named Grumpy was so lively and quick and jumpy.

3. The children can work together on this activity. Have one child supply the first line and another child the second line. A group of 4 or 2 could work together to produce an 8 or 16 line poem. (Reductant children could then be brought into the activity and experience, some success in poetry.)

on two word rhymes. Examples: red-bed, yellow-fellow, white-kite.



· Purpose:

To use descriptive words to clarify ideas in oral and written language.

Discuss the meaning of a synonym with the children. Begin the activity by saying "I'm thinking of a word that begins with an <u>s</u> and means the same as road. What is the word?"

street

"I'm thinking of a word that begins with \underline{s} and means the same as - to look for. Who knows the word?"

search

Give the children time to compile their list of synonyms.

Form a circle and select someone to begin using the same procedure - "I'm thinking of a word that begins with a ______and means the same as _____." The child who guesses

correctly gives the next clue.

Play selected records to your class and let them paint with the music. Then, either orally or written, let the children explain their paintings.

	C e sentence ma roe dréad sundae la lite à
	because . Let the challeren brakey express the
	arswers they could writt. Alter several comparisons have been
	an choose, she illinatell call she was fittly page.
,	in more examples are necessarily accessing the curress, the
3	off. / j .sem enles lan de deed lor dislussion.
	A a a colock is like a calendar pecause
1:0	(). If you went into a score, purchased some candy, and
	tych round but you diem t have enough money, what would
	i, a chail is like a lectation .

some stuffed animais. Place them on the table where everyone can see them. Give the children a choice of two and ask them which one they would rather be, and why? Would you rather be a turtle or a sear? Would you rather be a point or an octupus?

* Ihought - Provokers
1. What animal can you compare yourself to?
2. What kind of weather would you say you are most of the time?
3. If you could be adog, what kind would you want to be?
Why?
4. When my teacher yells at me I want to
5. If you could be any toy or game, what would you want to be? Why?
****/

Thought - Prevokers

1.	If someone gives you a gift that you do not want, what do you feel like doing?
2.	When my mother is mad, she is like a
3 .	A meat ball is like a
4.	An ostrich's neck is like a rubber band because
<i>5</i> .	What machine would you like to be? Why?



COMIC CAPERS

Purpose: To use another media to stimulate creative writing.

- 1. Make a cartoon board. Put the cartoons on one side and the captions on the other side. Let the children practice pairing the cartoons with their captions. Good examples of cartoons to use are the Family Circus or The Better Half from the Globe Democrat. If children need practice in sequencing, but up comic strips and have the children put them back in the correct order.
- 2. Next, pass around cartoons and let the children make up their own captions. Let the children know that different pictures inspire different thoughts and words.
- 3. Take comic strips from the week-end paper (because they're in color) and blot out the conversation. Let the children experience writing dialogue from a given picture. To begin, let the children work together on this activity. As they gain more confidence, they can work on their own.



60

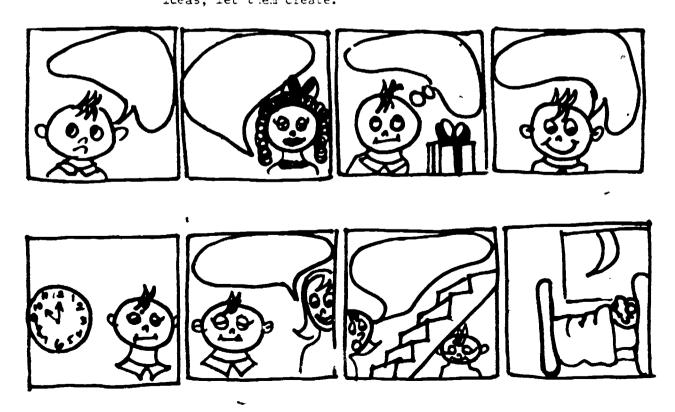
4. Finally, let the children make their own comic strips nicture and captions. Take newsprint and cut it into strips..

Instruct the children to fold the strip in half, and then
fold it in half again. The strip will then have four frames.

If a child wants to make a longer comic strip, additional
frames can be stapled on. Now that the children are the
illustrators, set down a few rules for their work. Comic
strips are done in frames with a margin around each one.

Not all frames have to have a conversation, but a topic
should be chosen and dealt with throughout the whole strip.

Continuity is important. Attractive colors also enhance
a good comic strip. Once the children understand these
ideas, let them create.



تشتاعا تتنشف عبيد

Purpose: To write original poems using the alphabet.

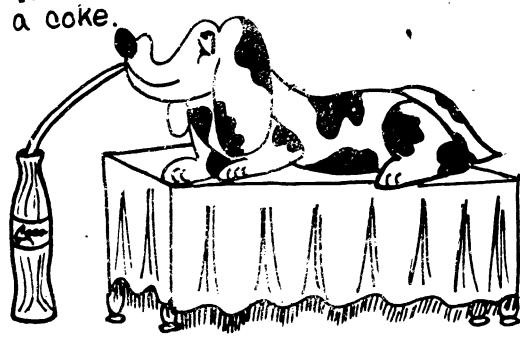
1. Let the children make a runty alphabet block with nonsense rhymes. Individuals or groups work on each page it each until could be assigned a letter of the alphabet and he would be responsible for that page. Illustrations should be made for each rhyme.

Example:

See the pig wearing a wig.

Mm
In the tiny house lives a blue mouse.

Od When the dog awake he arank





SEGIN II WITH THE MAN

To develop a different approach to creative writing. The pupil is given an ending sentence and is morivated to write an appropriate story for it.

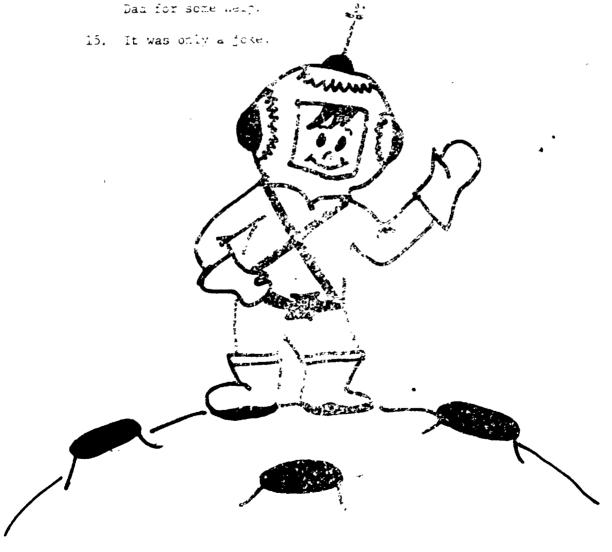
- 1. In order for the children to participate in this activity and enjoy it, a great amount of oral work has to precede the actual writing. Every few days give the children an enging sentence and ask them how they would begin the story.
- 2. After the children have had experience—th this type of writing, use some of the ideas in a Learning Center. String a clothestine in the classroom close to the writing center.

 In nickel bags insert writing ideas use only ending—sentences. Attach the bags to the clothesline with colored clothes pins. When the students want to write, send them to the clothesline!

suggested story endings:

- least Mickey never did
- 1. I tola you that you might be surprised.
- 1. ne/ll never forget that as long as at lives
- 4. Some people have all the luck.
- 5. Everyone knew where you had gone.
- 6. Since then he has had no friends.
- 7. You weren't too large after all.

- 5. That is the free of the section.
- 9. I was so shaw which will
- 10. We just have to get a fine and that is final.
- 11. Bike, I'm moved I dur have corbw you assim.
- 12. You footed me for the last time. •
- 13. Now, let's play or ...
- 14. The next time we built our tree house, let's ask





HALLOWEEN HOWLS

board

To stimulate creative writing through the use of holidays.

the wonth of October, display a Halloween bulletin
On the chalkboard make a chart entitled:

Write Some Here! Calor Shivery Scary Quiet Happy Action Words Words Words Words Words Words

During the first few weeks in October invite the children to fill in the chart with Halloween words. The last few weeks can be spent in creating Halloween stories from the class list of words.





2. Have the class sit in a circle on the floor. Call on one person to begin a discussion of Halloween activities by asking a question. Tape record their statements so they can later be used as story starters for writing.

Susie can start by acking - What is the best thing about Halloween? She then calls on someone else to ask a question about Halloween.

Suggested questions the children could ask:

- 1. Is there anything about what is done on Halloween that is hard for you to understand?
- 2. What are some things that children do on Halloween?
- Why do children dress up on Halloweer:
- 4. What do parents do on Falloween?
- 5. What animals do you think of when someone says ralloween?
- 6. How do you decide what to dress up as on Halloween?
- 7. How would you decorate a room for a party on Halloween?
- 8. If you were a witch wist would you do on Halloween?
- ?. What can you do with a pumpkin?
- 10. What kind of tri s are good for Halloween?



- 3. Holiday game display a decoration describing a holiday, such as a witch for Halloween. Set a time limit and instruct the children to think of all the words that can be used to describe Halloween. This can be a group activity or it can be done individually. When the time is up, the children count their words. The person with the most words reads his list to the class before being announced as the winner. The others papers are collected and a class list of Halloween words are published to be used in Halloween stories. The winner's words are displayed around the witch on a bulletin board.
- 4. These activities can be repeated for other holidays, such as Christmas, Easter, Valentines, Thanksgiving, and

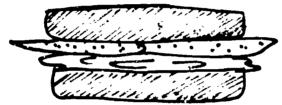


. 'dOdAM-m-MADCb' .

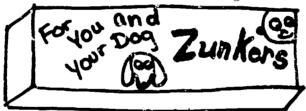
Purpose: A game to provoke ininking. The game can also be written on cards for use in a Learning Center.

1. Make a new sandwich of your very own. Then give your sandwich a name.

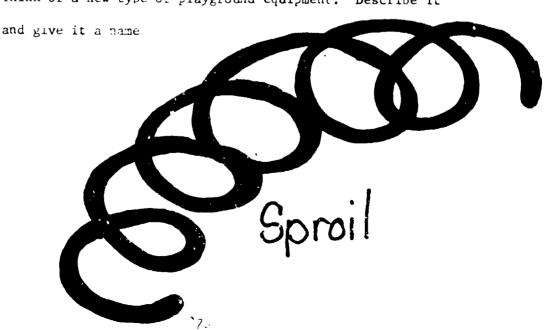
EXAMPLE: Put peanut butter on one side of two slices of bread. Glice sweet pickles and lay them between the bread with peanut butter. This sandwich could be called "Peanickle Sandwich."



 Think of a new cereal you would like to eat. Describe what kind of cereal it is. Then give it a catchy name.

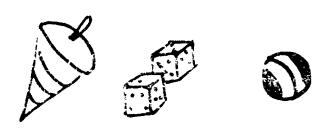


3. Think of a new type of playground equipment. Describe it

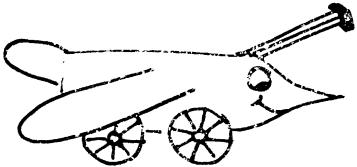




4. Did you ever make up a new game and play it with a friend. Write a description of the game. Think of a name for your game. You may want to demonstrate now it is played for your class.



5. Think of a new toy you would like to invent. Describe the toy and give it a rame.



Tape record a myth, folklore or legend. Play only a part of it. Ask the children to write their own endings. Let them read the ending they have written before playing the rest of the tape.



VISCAL MULLVATORS STIMULATE SIGNIES

Purpose: Objects can be arranged on a table or a builetin board to stimulate stories.



CHOOSE YOUR SHOES

Make a collection of different types of old shoes. Children can bring them in. The children then wr e their own stories. The snoes can be personafled. They am tell aneit scories of adventure, etc.









72

THAT WOLLD PAPTER IT

Purpose: To stimulate creative writing. (Open-ended activities).

1. Involve the children in some role-playing. Give them situations to act out such as: What would happen of the school secretary comes into your class and announces that your teacher is sick and will not be in today so John and Jane will be in charge.

OK.

You went to the zoo and all the zoo keepers were on strike and the animals were starwing. After the "actors" have "performed," let them write the role playing they have been performing.

EXAMPLES: What would happen if?

- 1. A helicopter landed on the school roof.
- 2. All the faucets in your home had diffe at colors of Kool-Aid coming out of them.
- 3. On Monday morning every car in your town had no tires.
- 4. You woke up one morning and you were blue all over.
- 5. You found yourself one afternoon sleeping in a huge goldfish bowl.

All the telephones were taken away and replaced to a telegraph system.

7. You were on your bicycle and all of a sudden if sprouted wings.





- 8. Your dog was chosen to ride in a space rocket and you were asked to go along too.
- 9. You were changed into a broom and your sister used you to clean up the mess you made.
- 10. Every season was winter!

2. Variations:

Cover a table with colored bulletin board paper. Somewhere on the paper in big letters write WHAT WOULD HAPPEN IF?? and a topic (i.e.: What would happen if you were on your bicycle and all of a sudden it sprouted wings.)

Let the children write "their thoughts" about the topic on the large "doodle page." When the paper is filled, it can be removed from the table and displayed on a wall in the room. A new topic can be selected and the process can begin aga'l for the children.

The children will enjoy writing their own "What Would Happen If" topics.



* 22-24-

Purpose: To incorporate thinkin, and ium into one bundle

Directions: From the class can you figure out these names.

3 4 6 6 7 8 9 10 11 12 13 14 15 15 12 12 23 21 22 23 24 26 26 27 28 21 3		
THE THE PARTY OF T	P	
		'
		<u>`</u> ny



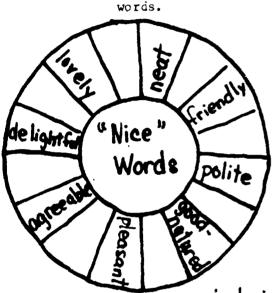
75

1

Words to "Turn" you on

Purpose: increase vocabulary.

NOTE: You may want to enlarge these wheels for children to use in learning centers. You may want to use the empty spokes for the children to fill in their own



Others could include:

" Motion " Words crawling swirling Spinning floating hopping

"Taste"Words sweet Sour Coal spicy tangy juicy

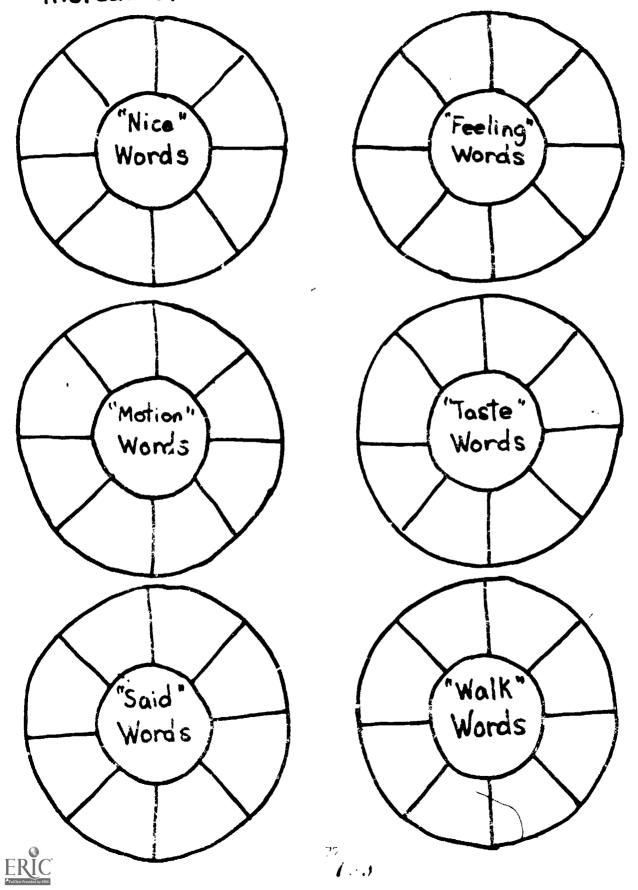
anxious Feeling" Words Wayfu/ evuber

hike shuffle loped

"Walk" Words "Said" Words stammer shout yell whisper mutter



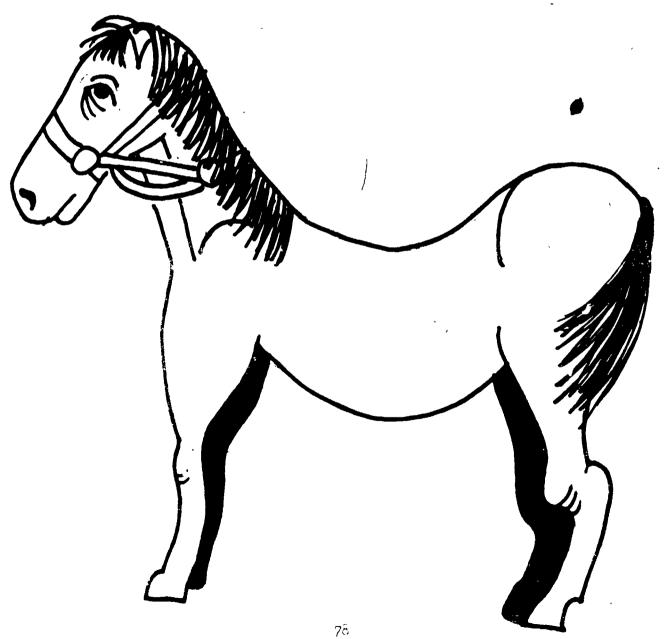
Fill in the spokes with words you could use instead of the one on the hub.



TIRED WORDS

Purpose: To work on words that are overworked.

- 1. Don't use overworked verbs and dull adjectives. Some to avoid using so much are verbs like said, went, saw, walk, have, and adjectives like good, wonderful, bad, terrible.
- 2. Hand out ditto for additional practice.





Draw lines to the correct ending.

The leaves splashed on the beach.

The dry grass were submerged by the flood.

The old man burned in the sun

The cab screeched to a stop.

The snow beat on the windowpane

The rain rustled in the wind.

The houses Sauntered home slowly.

The waves drifted to the ground.

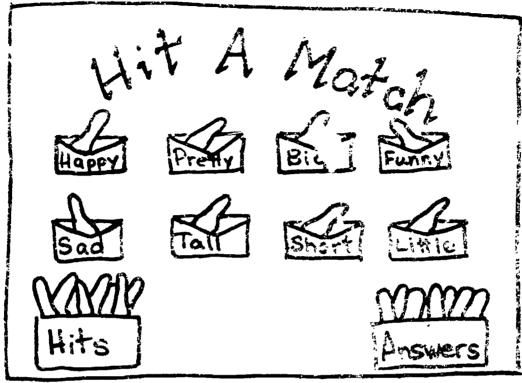
Fill in the verb. Use your imagination.

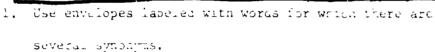
1. The leaves	in the wind.
2. The dry grass_	in the sun.
3. The old man	home slowly.
3. The old man	to a stop.
4. The cab	
5. The snow	_on the windowpane.
6.The rain	_on the hythe flood.
7. The houses were -	by the flood.
8 The waves	on the beach.

F.II in the adjective. Use your imagination.

- 1. The ___leaves rustled in the wind.
- 2. The ____ grass burned in the Sun.
- 3. The ___ man Sauntered home Slowly.
- 4. The ___ Cab Screeched to a Stop.
- 5. The ___ Snow drifted to the ground.
- 6. The ___ rain beat on the Windowpane.
- 7. The __ houses were Submerged by the flood.
- 8. The ____ waves Splashed on the beach.

. It is a second of the state of the second transfer of the second of th





- 2. In our contract of surprise the fact of the first of the words of the contract of the fact of th
- A CONTROL OF THE STATE OF THE S

D. Lie hard the total enterties and the first



Synonyms!! Synonyms!!

How many can you think of?

Pretty

Happy

Big

Funny

Sad

Little

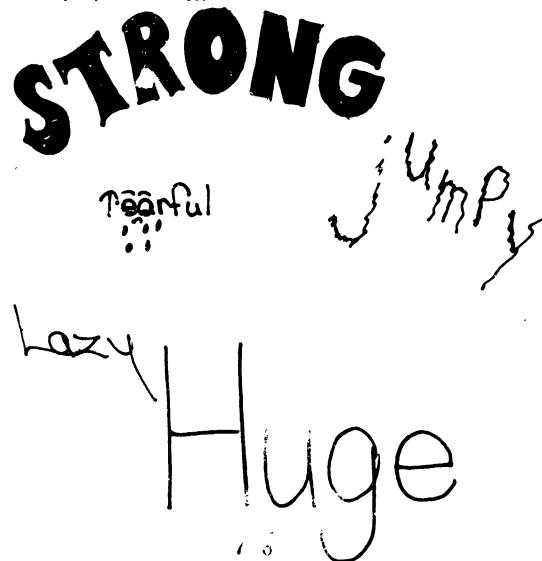
ERIC

WORD TALK!

Purpose: To recognize words that describe and to use them in their correct context in creative writing.

Give the pupils a list of good descriptive words. Ask
the children to write these words so that they will show
what the word means.

shy	lazy	jumpy	little
enormous	fancy	sleepy	long
drùnk	shaky	strong	stuck
sроску	happy	trarful	weak

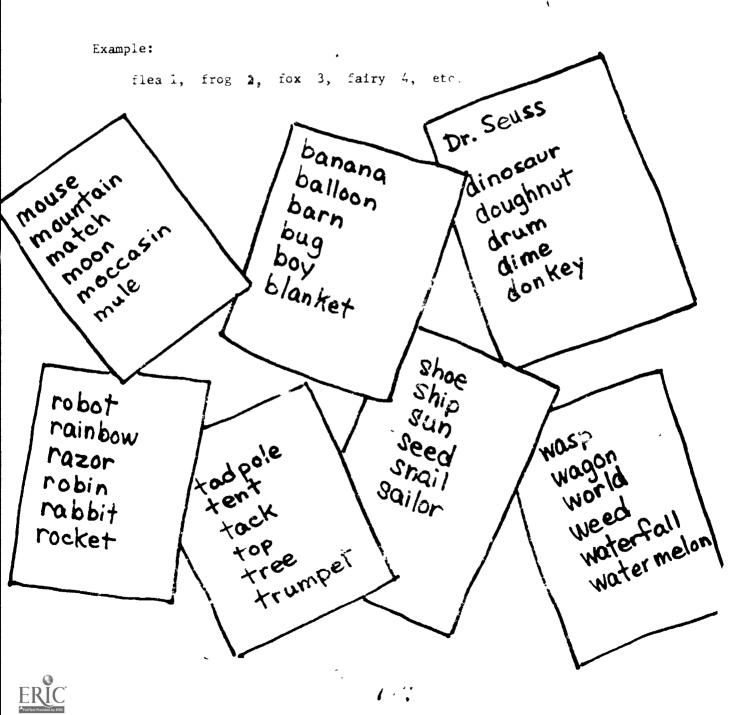




COMPARING SIZES

Purpose: To teach children to relate size to their personal experiences.

Have children rewrite the following lists of words numbering them from 1 to 6 according to the size of the noun.



After children have arranged nouns see how the children can relate size to their personal experiences.

Example:

How small is small?

1. Small as a snowflake on a fuzzy coat sleeve.

How tall is tall?

1. Tall as aboy walking on wooden stilts.

3.

How big is big?

1. Big as a dinosaurin long age days

2.

3. 4. 5.





Purpose:

SACK PUZZLER

Purpose: To give practice in associating words with the letters ea and ee, to learn to spell these words and to describe the object.

- 1. Take ten sacks and number them 1 10. Place one item in each sack: (example - steel, golf tee, meat, wheat, feet, beet, seat, leaf, thread, deer.)
- 2. Have the pupils number their paper 1 10. Pass the sacks around and let each child pinch, smell, or shake the bag.

 Tell the children that the item in each sack has either the letters ee or ea in it.
- 3. When the class has finished and the answers have been checked, let the children describe the words in the sack. For example, a peet it is red, slippery, can be eaten ut or smashed, has a distinct odor, etc.
- 4. This activity may be varied using different letter combinations, words with long o, words with short o, etc.

IDEAS FOR FIRST LINES

Purpose: To help children start writing stories to express their inner feelings. These could be put on cards for Learning Centers.

I like to buy my own clothes, but --Mother always wants me to do some thing when

I get angry when —

I wish -

I was embarassed when-

I really didn't want to get in trouble

I could do better work if-

I often worry about -

My best friend is -

I wish my friend would-

I would like for my parents to take me to

The worst job I have at home is-

One day I -

I wish people wouldn't -

I look forward to



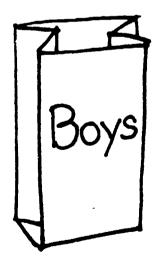
GRAB BAG!!

Purpose: To give practice in creative writing.

 Collect things from your home that the children can use for writing stories.

Put them into two big sacks. The items that go in each sack do not have to be just "boy things" or "girl things."

Let the children come up and select an item from the bag - but don't let them peek in - hands only!







EG.

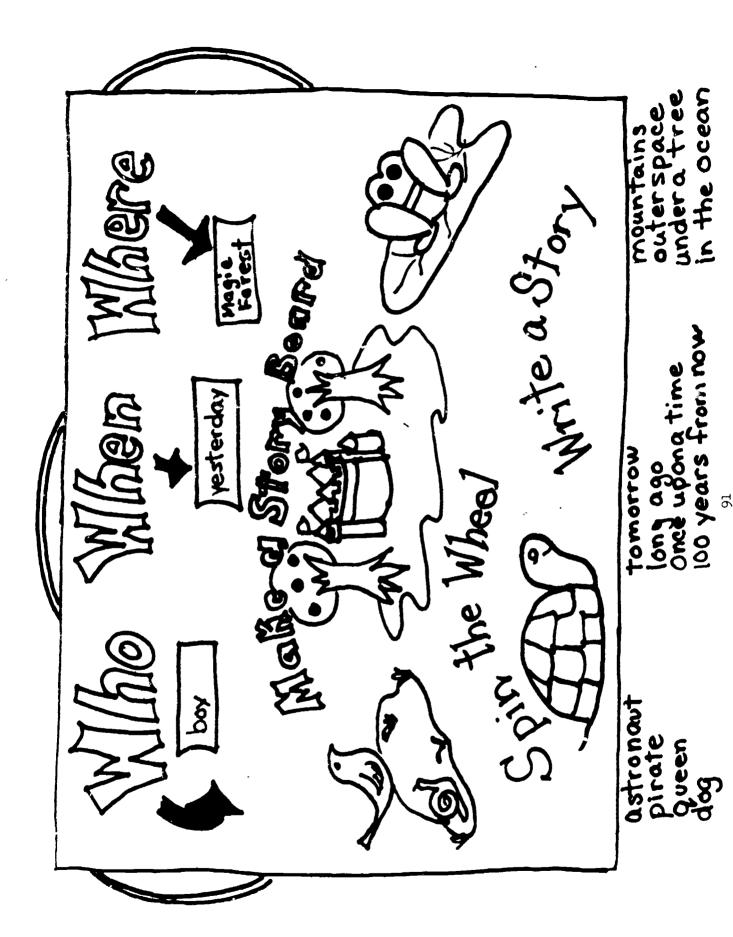
HOW I FEEL

Purpose: To give children opportunity to express their inner feelings.

These topics may be used for creative writing. They could be written on cards for Learning Centers.

Things I hate I'm afraid of the dark They always blame me My sister bugs me My brother bugs me The day I tore my dress The day I tore my pants Things I like to do The worst day of my life How do I get out of this Our cat had kittens I don't like my birthday present The day I was lost How I get into trouble The day our puppies were born My sister gets more than I do My most embarassing moment The foods I detest





1...

ERIC Full Text Provided by ERIC

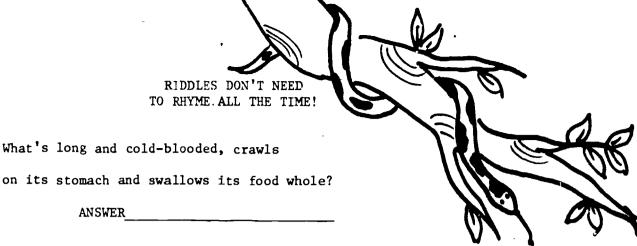
POETRY FUN! TRY ONE!

Poetry is painting with words and a means of expressing inner feelings and emotions. Children are nitural poets. Poetry starts with a great unique thought that takes form in colorful and musical words. A great variety of poetry should be read to children so they can have a feel for the rbythm rhyme, and patterns of poems.

Children enjoy writing terse verse because it is short and catchy. Haiku, cinquain and the diamond are forms of poems that do not require the children to labor over rhyming words. Later children will enjoy writing poems that rhyme.

Poems make delightful bulletin boards. Seasonal poems can be written on colorful leaves for fall, ornaments for Christmas, shamrocks for St. Patrick's Day. Manners can be taught by writing manners terse verse, etc.

Writing poetry is exciting! As a teacher, try writing poetry and you, too, will be turned on to a most rewarding pastime.



Green on the outside, red in the middle with a layer of white in between.

It grows on a vine and is delicious to eat in the summer.

ANSWER____

What holds its hands in front of its face, it runs and never rests. Every home has one and sometimes more.

ANSWER___

It's round and orange, grows
on a vine and can be used to make
pies. On a particular holiday it
wears a funny face.

ANSWER

I have two of them, my puppy
has four, an insect has six, a
spider has eight, but a centipede has many more!

ANSWER____

FIND-A-RHYME!

Purpose: To help children develop visual and auditory discrimination.

- Read the poems with the children. Have them listen for the rhyming words.
- 2. Underline the rhyming words.

I can really sleep anywhere
On a sofa or on a chair;
Or maybe in my own bed
And with my little bear, Ted.
Kurt



Game: Be Specific Someone starts by Baying a general word: "animal". Next person is more specific: "Cat". Following players are still more specific saying in turn: "light gray", "Siamese" and "my." Other game Subjects: Boy, girl, clothing, tree, land, music.

Find - a - Rhyme

I have lots of funny dreams. I can't tell which is best.
Like flying on hunks of clouds
Or taking a ! pout west!

kurt

Oh, I like to sleep a lot

I think it's great fun;

I dream about a new toy

And another shiny gun!

Jim +Tom

I have lots of strange dreams
They're always funny it seems;
Like living in another place
Or taking a trip to outer space.
Greg

RIDDLES IN RHYME ARE FUN ANYTIME

Purpose: To teach children to think, feel the rhythm of the rhyme, and create their own.

What goes faster than sound As it zooms through the air; You're way above the clouds And it'll take you anywhere!

ANSWER





What is long and runs on tracks

And has many, many cars;

The conductor may wave to you

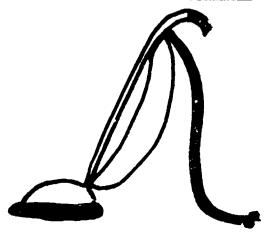
As he cluiches to the bars!

NSWER	
TAU METER	

What's fuzzy-wuzzy, creepy crawlev
Walking up a stem;
He's never in a hurry
With many feet to c rry him!







Mother wouldn't do without him
Especially on cleaning day;
He's a greedy, noisy fellow
Sucking up all that's in his way!

ΑN	S	٦,	F	ĸ







With a tail light if you please;
Flying around and flashing signals
He might do it just to tease!





ANSWER

There are five in number

And four are on your head;

The fifth is ir your fingers

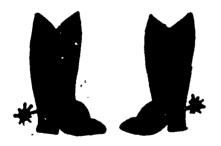
When they're all gone - you're dead!

ANSWER____

What are oval-shaped white or brown
You can eat them any way;
I'll take mine sunny side up
With toast most every day!







When you buy them

You must have a pair;

Put them on in the morning

And wear them anywhere.

ANSWER	

Larguage. Writing "Turse Verse"

Terle Verse

- 1. A poem with two lines.
- 2. Tach line has two words.
- o. The lines end with rhyming words.

Schools heet.

Try one !

this high

Little Terri
Always merry!

Who said No bread!

The sandren love t use t if own and sein friends names that way.



Can you write the rhyming word to finish these verses?

Kites fly	You're right!
Summer's nice	Did Kurt Get!
My kite It's!	School again Let's!
Say Randy You're!	Happy day Let's!
Cold weather Wear	Hey, Tom, You're a

CINQUAIN

Purpose: Writing Cinquain (a tive line poem)

- 1. First line has one word and is the subject.
- 2. Second line has \underline{two} words and the words describe the subject.
- The third line has three ing action words describing the subject.
- 4. The fourth line is a <u>four</u> word phrase expressing feeling about the subject.
- 5. The fifth line is one word used in place of the subject.

Elephants
Cumbersome, strong
Stomping, romping, eating
African beasts in captivity
Zoo-attraction!

Kites
Colorfol, bright
Sailing, flying, pulling
Soaring through the air
Fun!

Suggestions for starting:

- 1. Let the crass work together in writing a cinquain.
- 2. Choose a subject like Spring or Fall.
- 3. Have the children think of two words to describe the subject and write them under the subject. Continue with lines 3, 4, and 3.
- 4. After the poem is completed try several more.
- The confidenthel should be tarned on to write their own.



100

A 1-12

Purpose: To teach children to appreciate the simplicity of writing a seventeen syllable poem that has been written in Japan For ever three hundred years.

1. The Haiku is a three line poem written about nature. The first and third lines are five syllables and the second is seven syllables.

New snow is so white

It is mushy cold and bright

What a dazzling sight!

Standing by a stream

Watching minnows darr about

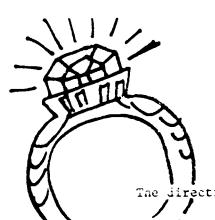
How busy they are

Rain clouds gathering

Thunder roars, lightning flashes

Run for shelter quick!



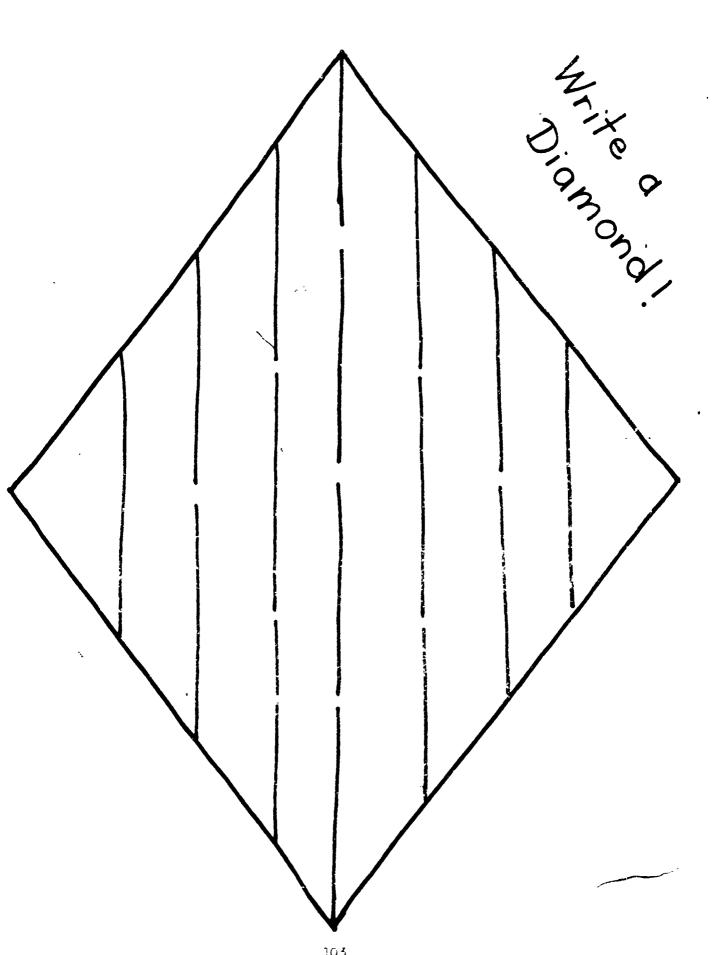


WRITE A DIAMOND

The directions for writing a diamond are writtle more difficult than for cinquain. You may want to use the diamond after writing cinquain. Notice how the meaning changes from top to bottom.

Summer
Warm, Sunny
Working, gardening, barbeauing
Hot outgoors—cool inside
Resting, Swimming, traveling
Joy Ful, relaxing
Vacation!

- change on line 7.
- 2. Two words that tell what the person, place or thing on line I is like.
- 5. I ree words that the in -it in -th.
- Two words that task about the word on line r and two words that are opposites.
- 5. Three -ing or -ed words that cell about the word on line 7.
- 5. Two words that tell what the word on line 7 is like.
-). The word that shows a change from the word on line 1.





. . .

BOUNCE AND SPELL!

Purpose: To help children become better spellers by spelling orally as they bounce a ball for each letter.

This game can be played in small groups. The child is given a word to spell. He pronounces it and bounces the ball or he says each letter. If he misses he is given a second chance. The ball is passed to the next child who bounces the ball as he spells. The child left standing is the winner.

Variations:

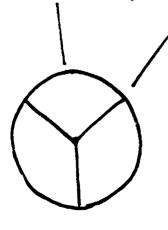
The children may be asked to recall a word from the list to spell instead of the teacher pronouncing the words. This will give practice in retaining assigned words as well as spelling them.

If the child can't think of a word he must sit down.

The teacher could use a homonym in a sentence.

Example: The bear is brown.

The child spells the correct homonym - b-e-a-r. Then the next child must spell the corresponding homonym after using it in a sentence. My head is bare. b-a-r-e.



104

two-letter words three-letter words

four-letter words

"long" words

Make to many with the time of the attern order



Magic Letters

F	0	d	Q.
u	n	е	· Village
+	9	r	P

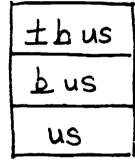
three-letter words	
four-letter words	
"long" words	

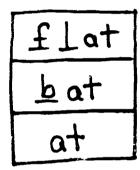


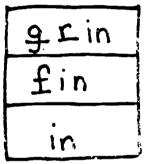
STRETCH AND GROW!

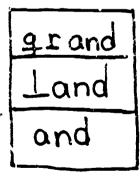
Purpose: To give practice in recognizing word-family relation-

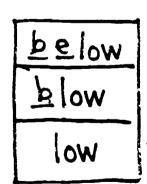
1. Give each student a copy of the children's activity page. Instruct them to write words on the corresponding ladders that make the beginning word grow.

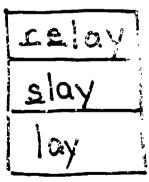












2. Sive the influence a copy of the activity sheet and have them make new words by changing the first letter.

α

Watch the Words Grow

Watch the Wards Graw

\vlay M0|-**%**0 30 D 1 puo ond and හ <u>ප</u>

143

Eusy 35.

e e e e e e e e e e e e e e e e e e e	ر المحكمة الم	
besi		est
lamp	amo	amp
jump		_ump
carie	_ ake	_ake

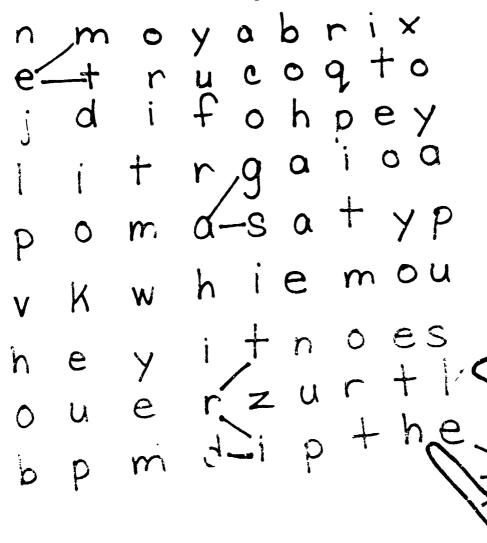
•	, 	
green goding you'r	, g , w	ويعدور
Mar Republican	فيهي الأياد الكالمانيس الم	a man is an important
The state of the s	and the second s	Marie Service 17700 to the second service of the second service of the second s
	<i>t</i>	<
The state of the s		
Marie 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Harter T ar	,
annante - ** ** * ** *** *** *** *** *** *** *	enter en entere de terres de la companya de la com	4 Buddelbus - Street Herman & Sun Process
•		
	= , , , , , , , , , , , , , , , , , , ,	2.5
a different	Market State	Camerian Ed C
	EN - VINCONSERVE AND AND AND AND AND AND AND AND AND AND	had but being men et hade et
THE PROPERTY OF SHIP OF THE PROPERTY OF THE PR	772	The same and the s
٠.,	702	- Francisco
		3



SPULLING HOP, SKIP AND JUMP

durpose: .o practice spelling.

1. Sive each student the following chart.



Lo spell words. Lines to not cross a letter unless the letter is part of the word.



Hop, Skip and Jump

Draw lines from one letter to another to spell words. Lines may not cross a letter unless the letter is part of the word.

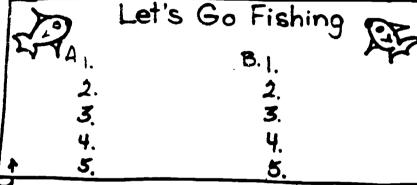


LET'S GO FISHING!

Purpose: To improve side venabulary and practice spelling

VAVA

Design a "Let's Go Fishing" board for a learning center
 This game can be played by individuals or teams.



- 2. In a fish bowl or large box, place words written on 3 x 5" cards that are numbered. On one side spell the word correctly and on the other side misspell it. Place a steel hairpin or paper clip on each one. Make a fishing pole out of a stick with string tied on it and a magnet on the string.
- 3. Let the children take turns fishing for words. When they pull up their "fish," the child must be able to tell if the word is spelled correctly or incorrictly and then use it in a sentence. The correct spelling can be put on the back of the board or a copy kept at the learner's desk. If they are correct attach the fish to the mar on rationide. Make s'its in the cardboard and use the paper. To be attach the fish. The list of words could change every with.

WHO-O-O-O CAN FIND THE MEANING?

Purpose: To identify word meanings

 Place diagram on the board; using words to fit your needs and grade level.

•					
ž	pillow	differ	season	nensense	
•	trail	promise	rate	conclude	
	rapid	disturb	offer	thirsty	
	moment	discover	allow	combine	

- 2. Hand students a copy of next page and have them copy the words from the board mixing them differently than your copy. Using markers (bottle caps, corn, etc.) The children mark each word as you give the definition. When 4 squares are marked in a row - the child calls out -Definitions!
- 3. Alternate method: cictate words to be used so that spelling becomes involved. To win the words must be correctly spelled.

	,		
,			
	R (The Color of the C
ERIC.		1.5	

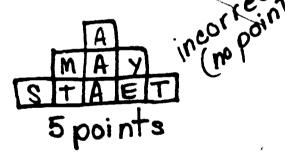
Purp.se:

To provide practice in spelling

1. Give the children a copy of the activity page.

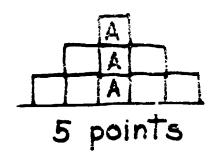
Instruct them to start at the top and work down
filling in the boxes to make words that are correctly
spelled. Points can be awarded for each group of words correctly done.

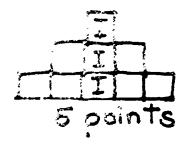
PAY STAKE 5 points STELL 5 points

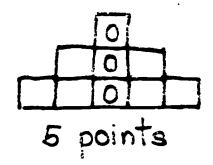


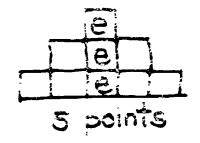
Have a place reserved on the blackboard for works you may use for creative writing.

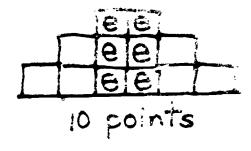
Spelling Puzzles



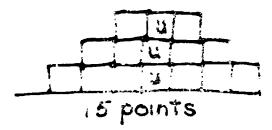


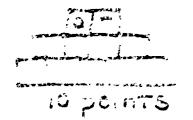












Total points





- 1. Print words on 5 x 7" cards. These words could be the weekly spelling list, vocabulary words, science or social studies words.
- 2. Select one student to be the leader. have the rest of the class form a circle on the floor. The leader chooses a student and places the card over his head. The leader then calls on other class members to make up sentences or riddles about the word on the card.

For example:



_____เลย บลบ).

Window.

What is mard, but have different war is and be markwill

The "guessia" must been an empty as and spell it contains an empty as an expellist contains an empty of the line beat empty of the contains an empty of the line of the contains and empty of the contains and empty.

DITECTIVEL AT WORK...

Purpose: To teach children to watch for misspelled words.

Directions: Section off the chalkscard into four parts. Divide children into loar groups. Fact students from the intermediate grades may be recruited to serve as leaders for the groups. (The teacher gives each leader a different group of ten words that the children have studied previously.) Each leader pronounces the words for his group. The first child goes to the board, his leader pronounces a word and he writes it. If the first word is misspelled the second child may correct it before he writes his word. Each child has the option of correcting any of the words before he writes his own. The group that finishes first and has the most correct words wins.

The word lists can be exchanged and a new game started.



CAICH THE ERRORS!

Mickey and Mark's birthday is on Saturday and all the invitations that they made themselves are ready to be sent out. Mother just happened to look at one and said, "Oh no!" Why do you think mother said that? Can you help them?

Birthday 201

Date: Sonday, August third Time: 5:00-7:00 for diner

Place: Are house III Wood Rode

ΧO

Plese come! We'll have sew much fun!

. Mickey and Mark



120

Directions: In the second paragraph find the omitted letters.

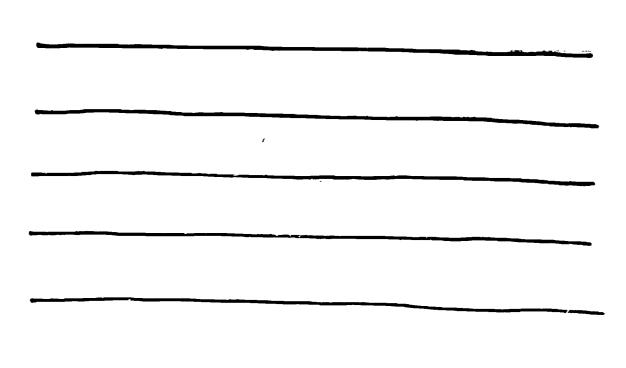
There are five errors.

OMITTED LETTERS

SOLVING MYSTERY NUMBER TWO

Mike fell asleep wile waching "Lost in Space." He dreamed he was an astronaut getting ready to make the first space walk.

Leving the spaceship, he saw something runing. Just as he was about to catch it, he triped. As he was rolling off the moon he yelled, "HELP!" Mike suddenly woke up on the floor. Sadly he realized he had missed the end of "Lost in Space."





Purpose: To make children more award of correct spelling and

to proof-read their own work.

Directions: In the first paragraph find the misplaced letters.

There are seven errors. Write an ending for the story.

MISPLACED LETTERS

SOLVING MYSTERY NUMBER ONE

Billy had coem home from school starved to daeth. He decided to fix a peanickle sandwich, using braed, peanut butter and pickles. After his sandwich was finished, he left it on the tabel. He ran to get his ball and bat. Draggy, the freindly dragon, had coem to the kitchen window to look for Billy. Seeing no one around he snatched Billy's sandwich. When Billy caem back to get his sandwich, it was no where to be found. He was still hungry and the mystery wasn't solved.



- and let the rewrite the paragraph of a point in the room and let the rewrite the paragraph dead attempts. Display the states with a destruction.
- The only limitation on construction of the enothing live. The only limitation on construction in the enothing live. Therefore, the unitary time to like as and write to description in the objection of popular in the objection of

APPENDIX S

STRATEGIES FOR CREATIVE LANGUAGE INSTRUCTION

Ferguson-Florissant School District
655 January Avenue
St. Louis County, Missouri 63135



10

Copyright 0 1969

Ву

Ferguson-Florissant School District

All rights reserved. No part of this guide may be reproduced in any form, by mimeograph or any other means, without permission in writing from the Ferguson-Florissant School District.



CONTENTS

Introduction		•	•	•	•	•	•	•	•		•	•	•	•	•		1
Objectives .		•	•	•	•		•	•		•	•	•	•		•		2
Experiences																	
PERCEI	(VIN	G			•	•	-		•	•				•		•	9
LISTEN	ING	•				•		•	•		•		•				2 +
SPEAKI	NG.	•			•				•		•						53
P EADIN	G.	•					•					•	•		•		۲۰۱
WRITIN	G	•				•	•	•	•		•		•				111
Leterences.		1	٠		٠						•		•	•			137



INTRODUCTION

The fundamental objective of the language arts program is to develop appropriate and effective communication. Specific communication objectives are listed in this guide under five areas: perceiving, listening, speaking, reading, and writing. The objectives are regarded as tentative - to be tested, accepted, rejected, or modified. Each objective covers three developmental stages of growth: 1) early childhood (age 4 to approximately age 7); 2) middle childhood (age 8 to approximately age 12); and 3) adolescense (age 13 to maturity). The coding following each objective attempts to designate emphasis according to age group. A series of dots (. . . .) signals that the objective receives little emphasis; a crossnatching (xxxxx) signals that the objective receives some emphasis; a line (______) indicates that the objective receives strong emphasis; a white space suggests that the objective may be "not applicable here". Ultimately, of course, objectives are best specified for individual children. Since such information is elusive, submitted here are goals hypothesized to be foundational to the effective functioning f all human beings.

Because perception usually precedes expression - "intake" before 'output' - the objectives have been organized in the audiolingual sequence. Perhaps it is not realistic to claim a "sequential and developmental" program in the language arts, but there is at least one dimension of the "developmental" in the organization of the goals. They proceed from those of the consumer - assimilative, to those of the producer - creative.

This is a ocak of strategies and ideas for achieving the objectives. The learning experiences which are listed in one area will strengthen and reinforce the skills in other categories. Most of the activities are geared to intermediate children, but the objectives and general techniques apply to all levels of learning. The techniques stress imaginative, creative approaches to the study of English. These guidelines can assist you in creating an exciting, provocative new image for the study of language arts.

- 1 -

l.

PERC	CEIVING	Early Childhood	Middle Childhood	Later Childhood
1.1	To develop an awareness of self • physically, emotionally, socially; to perceive oneself as an individual person.			
1.2	To perceive such sensory appeals as those emanating om color, design, artifacts, photography, painting, sculpture, music, dance, drama, poetry, stories			
1.3	To perceive the advantages of taking criticism graciously	, <u>, , , , , , , , , , , , , , , , , , </u>		
1.4	To perceive certain characteristics of the mass media - for example, the immediate and the graphic; perspective; opportunities for vicarious travel in time and space; to become aware of what one medium can do that another cannot do	xxxxxxxxxx	×	
1. 7	To perceive that a communication is a transaction that requires at least (1) sender, (2) message, and (3) receives		xxxxxx	
1.6	To perceive when the sender is (1) informing, or (2) entertaining, or (3) convincing, or (4) persuading + i.e., moving to action, or (5) inspiring - i.e., elevating the perceiver's feelings, or (6) expressing his own feelings, or (7) doing a combination of the above			
1.7	To understand that a large part of the message is the medium and manner in which it is transmitted; that not only what is said but also the way it is raid (tone of voice, gestures, musical accompaniment, photographic background) influences the receiver's thoughts and actions.	*********	(XXXX) XXX	



'Endres, Mary, Lamb, Pose, and Lazarus, R. Selected Objectives in the English Larguage Arts. Elementary English, April 1463.

		Harly	Middle	Later			
	_	Childhood	Childhood	Childhood			
1.5							
	selective representations (art)						
	and the non-selective (reports, can-	-					
	did shots)	XXXXXXXXX	××××××××× <u> </u>				
1. ;	To perceive n.o ivations behind						
••	emotional appeals on billboards,						
	radio, television, etc.; to be able						
	to identify rationalizations and						
	double-talk						
	double-talk	• • • • •	XXXXXXX	xxx			
i.:û	To develop sensitivity to the free-						
	doms concominant with independence						
	of thought; to be open to a variety						
	of views before deciding what one						
	accepts or rejects ,	XXXXXXXXXXXXX	(YYYY				
		, , , , , , , , , , , , , , , , , , ,					
T TC TO	Danie.						
L12 1	ENING						
2.1	To enjoy his, him, to sounds						
	around us; somes of birds, children'	S					
	voices, whirr of toys, tones of						
	musical instruments, bells, sounds		-				
	of numals, rustle of leaves, etc.						
	Travelly 120th Williams, etc.						
2.2	To en by listening to jingles, nur-						
	scry rhynies, stories, and						
	personal experiences						
2.3							
	and folklor	XXXXXXXXXXX	:x				
2.4	To become away of now inter-						
	esting words ca. a - words which						
	rhyme, w. c. are fun to say,						
	which lescribe, which are "big"	xxxxxxxxx	XXXXXXXXXXXX	(x			
2.5	Te la seman el citation de la companya de la compan						
~ , 3	To listen to other's deas with						
	an open and and to entend to						
	others the courtesies in listening						
	which one expects when speaking	xxxxxx					
2 F	To accours that accurately and						
	with a asotiable case when may are						
	communicated through speech		, xyxxx				
	=:- [-:-						



2.

		Early Childhood	Middle Chilahood	Later Childhood
2.7	Fo acquire skills of critical listen- ing; i, listening for ideas and supporting data; to avoid being swayed by propaganda		xxxxxxxxxxx	c
2.5	To select from listening exper- iences the ideas which are of significance to the problem at hand, and to tune out the extraneous		xxxxxxxxxxx	.
2. a	To change one's own behavior (decision-making, acquisition of concepts, attitudes towards individuals or groups) as a result of effective listening	.	. xxxxxxxxxxx	<u> </u>
2.10	To develop ability to select the level of listening (marginal, appreciative, attentive, critical) appropriate to a given situation and to flexibly apply these different skills implied by the revels involved.		xxxxx	·
2.11	To react sensitively to poetry and prose; to develop aesthetic taste			
2,12	To be silent occasionally and to know when to be silent; to realize the value - of listening rather than speaking		xxxxxxxxx	s
2.13	To be told to accode manner or mode as well as content of a message (e.g., humor, sarcasm, romance, tracedy, e.c.)	xxx		· · · · · · · · · · · · · · · · · · ·
2.14	To be able to identify the language devices used by advertisers in making his abbeals - e.g., slogans, unales, repetition, tone of voice, load a word-, analogy, association of in ages and status symbols, etc.		xxxxxxx	(X»
2.15	To collaborate a palarced media dict; to develop criteria for tuning in or out			



/

3.	SPEA	AKING	Early Childhood	Midale Chilanood	Later Childhood
	3.1	To speak sountaneously and easily alth others, to speak freely when there is something significant to be said			
	3.2	To enunciate clearly distinguisha' phonenies, to project and modulate appropriately		xxxxxxxxx	.xxxxxxxxx
	3.3	To express oservations; experiences, and feelings			
	3.4	To take part in an informal exchange of ideas with others; to consult with others in formulating plans		xxxx	ж
•	3.5	To question as a way of learning			
	3. h	To express one's self or to express one's interpretations in play acting, story telling, poetry reading		xxxxxx	
	3.7	To make effective use of pitch, stress, facial expression, and gesture in order to make one's speech more interesting		xxxxx_	
	3.8	T acquire the ability to present factideus, and c acepts in an organized manner	ts,	. xxxxxx	x
-	3.4	To apply the conventions of general American-English usage, put to use whatever functional variety of languals appropriate to the exagion	ge xxxxxxxxx	xxxxxxx <u></u>	
	3.10	To recognize the dynamic quality of ranguage, to sense that word meaning change and evolve and are determine by the needs of people.	•	xxxxx	
4.	REAL	DE:C			
	4.1	To espera while at picture books			
ERÎC	4.2	To understand that a printed word represents his only approval sounds of also lexical meaning.		xxxxxxxxxx	· · · · · · · · · · · · · · · · · · ·
Full Text Provided by ERIC					

		Early Childhood	Middle	Later
₫, 3	To be aware of similarities and differences in reading and speaking (Reading as 'talk written down" but the author follows certain restrictive conventions and lacks the meaning aids of pitch, stress, gesture, and facial expression available to speakers)	e	Childhoodxx	Childhood
4.4	To recognize the nature of meanings of what is read; to make of reading a question-lisking, problem-solving *process		xxxxxxxxx	
4.5	The meaning with evidence that the mertines with and understands the materia, character motivations, emotional content, etc.		xxxxxxxxxxx	c
4.6	To expand one's recognition-vocabulary in quantity and quality	xxxx	xxxxxxx	
4.7	To remar that language SUGGESTS more than it says	xxxx		
4.5	To read (silently) with ease, fluency and appropriate speed for related subject areas	,	xxxxxx	, ,,
,	To value the literary fradition of one's culture; to be able to identify folklore and allusions		·	
4.10	To develop (i.e., appropriately change) one's beliefs, attitudes, and concepts on the basis of rich and varied reading experiences		xxxxxxxxx <u> </u>	
4.11	To read habitually and to cherish reading - to see its value as a leisure-time activity		. xxxyxxx	
4.12	To transfer sells developed in ore field of reading to related fields			
4.13	To as ess one's reading ability and engage in self-directed activities for reading a convenient	.		



		Early Childhood	Middle Childhood	Later Childh o od
1. A	niques of critical listening; to distinguish between report and propagate between less slanted and more slant news		, .xxx xxx x	
4.15	To be able to receiving a statement of fact, a statement of opinion, and the elements of a mixture		xxxxxxxx	xxxxx
4,16	To gain skills in critically com- paring editorials		xxxxxx	«xxxxx
4.17	To gain skills in critically comparing reports of a news item in at least two different newspapers, examining emphases created by (1) amounts of space alloted, (2) position within the newspaper - i.e., front pice, middle, back page, etc., (3) omissions	; on s	xxxxxx	xxxxxxx
4.13	To examine assumptions and implications of advertisements; to examin whether the sign or symbol associat with a product really says anything about the product itself			
WRIT	ING			
5.1	To produce written signs and symbol- with a sense of exploration and discovery	xxxxxxx <u> </u>		
5.2	To take prime in producing neat, legible manuscript and cursive writing	xxxxxxx		
5.3	To accept responsibility for spelling correctly in order to communicate more effectively; to make use of the various aids in spelling, including one's own recommunics; to consult the dictionary; to spell correctly in whatever subject		xxxxx <u></u>	



5.

		Early	Middle	Later
		Childhood	Childhood	Childhood
5.4	To improve the quality and precision	i		
	of one's written vocabulary		XXXXX	:xxx
5.5	To grow in the ability to use conventions in both formal and informal	-		
	communication		xxxxxxx	
5 . 6	To develop increasing objectivity in revising one's written work			
5 . 7	To develop an awareness of writing- styles and to improve one's own writing as a result of continuous exposure to literature		. xxxxxxxxxx <u> </u>	
5.8	To be able to encode manner(s) appropriate to message(s); to contribute creatively to class posternewspapers, skits, etc.	s, 	xxxxxxx	s
5.9	To enjoy writing prose and verse; to enjoy writing various genres and mo (haiku, free verse, stories, fables, skits, friendly letters, etc.)			c x

The above objectives are used in this guide with the full permission of the writers who formulated them.



- 1.1 To develop an awareness of self physically, emotionally, socially, to perceive oneself as an individual person.
 - Puppets can be used in many ways to help children develop good speaking habits. They can be used to carry on conversations, practice correct word usage and create characterizations. Many times children will invent a puppet to help him solve a life problem with which he is closely identified.

Construction of puppers should be kept simple, as the concern is with language development. Simple, but effective, pupper heads can be made from:

Faces cut from magazines mounted on cardboard for stiffness. Styrofoam balls with features and hair pinned on. Toe of a sock stuffed with cotton or small rag. Layers of paper glued and dried over an orange or ball. Wooden spoons (faces painted on back of spoon). Paper bags (stuffed with newspaper, add features). Paper plates (glued to sticks; add hair, features). Squares of cloth tied in knots for head and two hands. (1.5) (1.7)

- Put a provocative statement, a quotation, a sentence from the paper, etc., on the board. Allow ten minutes or so for the children to think about the statement and to perhaps jot down some ideas. When most are finished, allow the children to take turns expressing their feelings and thoughts, without consequences or moralizing. (1.12)
- Voting Questions: Suggest to the children that their responses to these questions will vary. One student may raise his hand hardly at all, another may wave his arm fracially, another may show no response at all. In other words, each child is to select his own method of showing great approval, little approval, etc. The actual questions normally cover one or all of the following areas: money/friendship, religion/morals; family, leisure, politics/social organization; character traits/maturity. After a few experiences, children will enjoy working individually or together in making lists of their own.

Example questions: How many are an only child?

How many would keep a dollar found on the playground?

How many see their father enough?

How many have thought about the war in Veetnam? (1.12)

"Numerous in parentheses refer to additional objective/s) which the activity may asset in achieving.



- Proud Whip Ask children to bring in at various times, something that they are proud of, or ask if anyone did something recently that they are really proud of. Allow them to show the object and tell about it or to just talk. (1.12)
- Positive Focus Game: Trains the student to hear the speaker out (all the way through) and also helps the individual to clarify his feelings.

Starters: I feel good when people

I feel bad when people

I trust those who

I enjoy

I would like to be My favorite color

•Rank Order: An opportunity to practice value decisions in the absense of any consequences. After the teacher has introduced the game, the children too, can make up the choices. Each child would write down three alternative choices, usually related to one or more of the value areas: money/friendship; religion/morals; family, leisure, politics/social organization; character traits/ maturity. One child volunteers to read his list. Each group member arranges these in order of preference. Children read their choices and explain why they made them. At any time a person may choose not to read his list, or read his list and choose not explain why. This is accomplished by simply declaring "I pass". Avoid repetitious responses such as "same as before". It's usually better to have each person read his list.

Examples: Which would you rather be: wealthy, intelligent, respected. Which would you rather do: watch T.V., go to a party, study.

Which would you rather be: littless, flighty, uncertain.

Which would you rather be: movie star, teacher, president.

- •Interviews: One student in the class volunteers to be interviewed: other students in the class are then allowed to ask him questions about himself. He should answer truthfully or say "I pass". The teacher might be the first volunteer. Interviewee may stop interview at any time. Other class members can then volunteer to be interviewed.

 (1.12)
- Perceiving oneself as an individual within a social environment the groups to which one belongs influence how he perceives and reacts.

 The groups may be voluntary or involuntary.





minia. Yu might write some categories on the board to stimulate further thought.

INVOLUNTARY

Clr : eyes Clr : f hair Color of srin H ight Health Stren_th Nationality
Birthday
Birthplace
Family
Sex
Weight

VOLUNTARY

Occupation Social Organizations

Peligious Groups
Interest Groups

Discuss which physical characteristics might affect the way you perceive the world and how you react to people and things. Have the class write down some other ideas they can think of and discuss.

Discuss how members of specific voluntary groups act and what they do. Have the class think of various situations in which a member of such a group might react in a different way than a non-member, i.e., h w might a boy scout act on discovering a fire.

Ask how might you react to these questions? List some situations which would illustrate the concept of variance of perception due to group membership. For example, being involved in an automobile accident, or being lost in a large city. Have the class create a person who belongs to certain voluntary and involuntary groups and prefact his actions or feelings in various situations.

- . She whow differently we perceive; show to the class an action methre involving people. Hold it up just form enough for all to look at briefly. Have each child write what they saw and then share their views when all are finished. Discuss the differences and why the class thinks there are differences. (1.6)
- I show how we react individually; set up a real incident using students miteacher. The group should not be aware that the incident is staged in the reactions will not be sportaneous.
 - Examples Two students enter the room for some purpose previously established. They have an argument of some kind while they are in the room and then leave. Have the students write what happened and how they felt.



Tape an argument that really doesn't tell why it started, but just mints. Let the class tell what they think happened and why.

Have an argument go on outside the door between two people. Have students write about what they heard and how they felt about it.

Discuss the results of the writing stressing that as individuals we see and hear in different ways.

• To sh w that we react according to our own identity—have several pictures or a list of incidents or situations. Discuss or show how different people would react.

Examples. It's snowing on Christmas Eve. How would each of these people react?

A boy who expects a sled from Santa.

A girl who expects roller skates from Santa.

A family starting on a trip to the country where the roads aren't paved. (The family members might not react the same.)

A man is driving back from a business trip that wants to get home to trim the tree.

Allow students to make up their own situations.

• To show that we as individuals have many identities; discuss questions such as the following:

Who are you?

Are you the same at home and at school?

Were you the same person last year as you are now?

Are you the same this week as last?

Who do you think you'll be next year?

Have the students write a list of the various roles that they think they play. Then compare and discuss if each one sees himself as he appears to others.

OR

Have then, list the roles they play and see which ones they like the best and how each role differs from the others.



- Each writes a description of the other child and of himself; the way he looks, acts with others, reacts to situations, etc., and then compare the descriptions. Allow the group to talk about differences in how they appear to themselves and how they appear to others. Why the differences? Does this difference create some social problems? How can these problems be lived with?
- The show that we react emotionally in many ways: Give out slips of paper, with emotional situations and have students either write, state orally, or pantomime how they would react.
- Have each child write or say orally the last time they were really emotional over something that happened and how they reacted. Let the group discuss the reactions. (1.12)
- To show how our physical make up affects our lives. Pose some situations to the group and ask how they think such a person would behave and feel.

Examples: A very small girl is trying to catch her kitten who has jumped on a high fence.

A very tall mar must stand up on a bus ride downtown.

A very elderly lady has just had her hat blown down the street by a gust of wind.

A very short buy has a tall sister.

A very tall girl has a short brother.

A husband has a tall wife.

Let the children imagine other situations in which physical characteristics might cause us to see things in a certain way.



- 1.2 To perceive such sensory appeals as those emanating from color, design, artifacts, photography, painting, sculpture, music, dance, drama, poetry, stories
 - To show that our senses are stimulated by many things in our environment:

Have students divide into groups and list some things for which they have used their senses to perceive today. Share their experiences.

Show a series of pictures and see how many senses the children think would be used if they were in the picture.

Read passages from some children's literature books and poetry that have vivid descriptions. Let the children imagine what senses would be stimulated by the words.

Bring to class objects that cause a negative or positive reaction of the senses. Display and discuss both kinds of reactions.

Let children bring in their favorite object and describe how it appeals to one or more of the five senses.

Let the class listen to music and relate it to senses ther than hearing. Allow them to use their own records as well as school records. For example, what do you see when you hear the drums in this music?

Hold up sheets of construction paper of different colors or say a color name and have the children give the first word that comes to their minds. Discuss different responses and what the children think accounts for them.

Le children listen to short passages from various records and give the color each thinks of as the music is played.

Find passages in children's literature books, and poetry that use color words. Read to the class and discuss why the students think the author used those colors.



- After an art lesso in design or painting allow the children to discuss how the designs appeal to their senses. Ask them how it would feel to the touch, what sounds would it make, how it makes them feel, etc.
- If possible, make a display of sculpture and let the class explore through the sense of touch. Discuss how each feels to them. This might be a lead-up to making their own sculpture in a form that they like to feel and touch.
- *Using a book of photographs (Edward Steichen, Family of Man) discuss the appeal to the senses that the photographs (reate.
- Have children bring Rock and Roll records. Have the class choose one record that they would like to present in a "Sensory Happening". They should plan to use devices that stimulate sensory response, such as lighting effects, additional sound effects, moving streamers of paper, and any other sensory effects.
- •Discuss a play or drama with the idea of discovering the author's use of setting, lighting, costumes, and dialogue in order to create sensory response. Allow the children to create their own settings, lightings, costumes, or dialogue that includes similar sensory appeals. This can be on paper, a model or a full size representation.



- 1.3 To perceive the advantages of taking criticism graciously.
 - Contests with student judges sensitize the judging students as well as those judged. The best points are stressed with constructive criticism for the weak ones.
 - In a presentation of any kind, have only three students evaluate.

 These three serve as critics and the rest of the class is observant not only of the presentation, but also the abilities of the critics.
 - Develop a program of self-evaluation by having students evaluate their own work whenever possible (both orally and in writing). They should tell precisely where the work or project can be improved - not just say it is good or bad.
 - Set up criteria for good reporting, project or committee work. Let children have a copy of the evaluation standards before reports are to be given. Children evaluate each report and must give some constructive suggestions for improvement. No names are necessary. The results can be summarized and presented to the group. General discussion of the reports should be made so that new ideas for improvement can be developed.
 - Have the class make a list of people that they know must accept criticism. Discuss the idea that even though they are criticized, they go on and many times improve themselves because of the criticism.

Example

President of the United States
Principal of a school
Secretary
Doctors
Astronauts
Family members



- 1.4 To perceive certain characteristics of the mass media for example, the immediate and graphic; perspective; opportunities for vicarious travel in time and space; to become aware of what one medium can do that another cannot do.
 - Record poetry to accompany a group of illustrative slides from a parent or teacher collection. Students who have access to a camera might develop a series specifically for use with certain titles which they enjoy.

 (1.6)
 - · Blending music with words helps children to put feeling into words.

Example: With music playing in the background have children record:

Prems they like.

Stories they have written

Selections from their reading

Their feelings and ideas about any chosen subject - The saddest thing in the world, the loudest thing, the ugliest thing, their favorite thing, etc. (1.6)

• Mike technique: Lower grades can use a pseudomicrophone and the upper grades could use the school amplifier. Creative stories, book reviews, or reports make excellent topics and, if written ahead of time, allow full str ss on the oral delivery.

A quiz program utilizing any subject matter, review material being best, is a fine use of the 'mike technique. (1.7) (1.6)

- *Use pictures with an unusual twist. Ask questions such as, What happened?, How could this have been avoided?, What happened before or after this picture was taken?, or Who was responsible for this? This will stimulate children to explore their feelings and search for expressive words.
- · Place a list of media on the board

printingraph a letter telegraph rey dance a book a song speech a gesture a filmstrip phonograph record an action bulletin board church bells a fog horn radio



(1.6)

Have students discuss how each is used to send messages and what kind of message is appropriate for each. Let the class expand the list.

(1.6)

- To show the students that they use a variety of media in their daily lives, have them keep a list of the media they use on a given day.

 Tell them to be alert to uses of all the media. (1.6)
- To explore the relationship between medium and message, have the students tell how they would convey the messages below to the receivers listed. Encourage the students to discuss several media for each message they should realize that we choose a medium according to the total effect or impact we want to have on the receiver of the message.

Message	Receiver
I'm sorry I hurt your, feelings.	a close friend or family member
I'm glad to see you.	a friend
I'm sorry you're sick.	a friend who is ill
I need money	family member
The earth rotates around the sum, and as it is rotating, it revolves on its own axis.	a classmate or younger child.
The Taj Mahal is one of the most	the class

- To stimulate thinking about the relationship between medium and message, have the students discuss the following statement: The medium used to communicate a message can often affect the total impact or effect of the message. Before the discussion, the students can examine the specific situations suggested here:
- a. How does the experience of reading a book differ from the the experience of watching a stage, TV, or movie version of the book?
- In what way does hearing about an event differ from seeing it in, person, in photographs, or on TV?



interesting buildings in the world.

- c. In what ways can such media as TV, radio, and newspapers affect events: (1.6)
- During a week make a list of all of the places that the children view or hear of in television, radio, newspaper, films, etc. They can also list the different times that they are exposed to them. The teacher can provide some films, filmstrips, etc. of some historical events during this week. Discuss what wide experiences they have gained by the various media in this world of today. (1.6)
- To be aware that mass media has c tain characteristics; discuss the advantages and disadvantages of such media. Each media can be given to a group of students to be presented to the class: television, books, films, tape recordings, filmstrips, movies, live theatre, concerts, musicals, records, etc. After each group presents their report have the groups decide if any media can be combined to create a petter effect.

Example: records and filmstrips
tape recorder and filmstrips
musical background to readings (1.6)

- Notebooks can be kept with sections for each media. Pictures from magazines can illustrate the media and information concerning each should be included. Rather than each keeping a notebook, a class notebook might be created. (1.6)
- A media-week might be planned with a different media each week. The teacher and students could gather examples and use each during its week. Bulletin boards could be kept illustrating the characteristics of each.

Example Newspaper Week - discuss history of newspaper, various purposes, uses in classroom, effects on readers.

(1.6)

• Resource become who deal in various media may be invited to speak to the class to tak about the contribution and purpose of a specific media.

(1.6)



• Students should choose a media or combine two or more, plan a message best suited for the characteristics of the media and present to the class.

Examples: Newspaper: visual, graphic, black and white, spacial limits.

Radio: auditory, depends on voice quality, uses only words therefore, word choice important.

TV visual and auditory, movement, pictorial.

•To show characteristics of mass media: Have students develop new media inventions, how they would work, what it would communicate, and how it would affect their lives.

Example: Television/Telephone

Allow students, who would like, to make models of their inventions or make drawings. Collection of these could be taken to other rooms for a demonstration and presentation. (1.6)

• For a period of a month, let the class keep an account of all of the places that they visit through media. Also a record of times and years visited can be charted. (1.6)



- 1.5 To perceive that a comminication is a transaction that requires at least (1) sender, (2) message, and (3) receiver.
 - Older children can tape stories for use in Listening Centers in primary grades. Primary teachers can request specific titles for which upper grade students volunteer.
 - Io show that in communication there is always a sende, a receiver, and a message: Put three columns on the board Sender, Receiver, Message. Have on slips of paper in a box situations of communication.

Example: Two boys quarrel over a ball they found. One boy hits the other boy and the one who was hit gives the ball to the other.

You ask your friend a question and shrug of shoulders is the answer.

A doctor writes a research paper and it is published in a medical magazine.

An author writes a book and it is in your school library.

You are in Mexico City for the 1968 Olympics, but you don't speak Spanish. You've cut your hand and you see a sign that is a circle with a red cross.

You want to, invite your friend to a party and you call him on the telephone.

A student picks a paper from the box, reads and fills in the columns with the correct answer, reads the situation to the class and the class decides if he is right. An extension of this activity could be telling the media. Let the students write more situations to be put into the box and continue the game.

• Is show that gestures are communication. Charades or pantomime can be presented. Then explore with the class.

11.1

Who were the senders?
Who were the receivers?
What was the message?
What was the media?
Was this code understood?



- Ask each stiment to uring the common page from a newspaper. You may want to bring extra copies for students who do not receive a newspaper in their home. Discuss the following questions with them
 - a. Do some conditional use dictures more than words? Which ones? How does the greater use of pictures affect you?
 - o. The the funny commic strips differ from the serious commic strips in the way the characters are drawn? In what ways?
 - c. Hw to the funny comic strips make you laugh?

Have the students draw a comic picture to show an emotion, action, etc. Those who wish can draw a strip to make a more complex communication. See if the class can receive the message.



It perceive when the sender is (1) performing. (2) entertaining, or (3) convincing, or (4) persuading - i.e., α_{ξ} to action, or (5) inspiring - i.e., elevating the perceiver's feelings, or (6) expressing his own feelings, or (7) doing a combination of the above.

- Departing will tax the resourcefulness of students. It is valuable if the concomitant skills of research and outlining are well established. Sufficient time and help should be given students for the preparation of speeches.
- •Using newspapers or magazines, have 7 groups of students find examples of each item in this objective. These can be used as a insplay on a bulletin board or scrap book.
- Have students write a message that intends to do one of the seven kinds of communication. Read it to the class and have them guess to which one it belongs.
- Divide the class into committees and have each committee contribute to a class communication book that will demonstrate the seven types of communication.

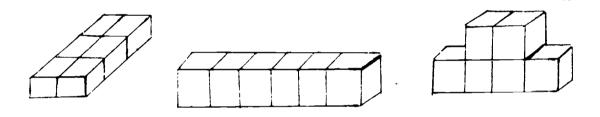


- 1.7 •To understand that a large part of the message is the medium and manner in which it is transmitted; that not only what is said but also the way it is said (tone of voice, gestures, musical accompaniment, photographic background) influences the receiver's thoughts and actions.
 - Match the tone of voice when saying a sentence with various situations. For example, the phrase 'Gee, thanks!' would be said differently in each of these two situations: 1) Your parents have just given you the puppy you wanted very much. 2) 'Your older brother has just given you a torn sweater that is too small for him. (1.6)
 - Match personalities with tone and rate of speech. For example, how would each of the following say "Good morning" to a cowpoke named "D gerous but Decent Dan"?
 - a. A little boy who thinks Dan is the greatest man on earth.
 - b. A tough cowboy who doesn't think Dan is very dangerous.
 - c. A man who borrowed two dollars from Dan a year ago and hasn't paid him back yet.
 - d. A beautiful young lady who thinks his name should be Dangerous, Decent, and Handsome Dan!!.
 - The teacher can start a story (imaginary) using a particular tone of voice (angry, excited, bored) and call on someone to finish it. If the student finishes in the same tone of voice, discuss why the student did so. If the student changes the tone, ask the class if they noticed a difference or if the story had changed. Lt the students get into groups to start and finish stories in various tones of voice.
 - To show that the way you communicate influences the receiver as well as what you communicate: Read a happy poem with inappropriate background music (Funeral March). Discuss the effect. Read it again with appropriate music. Discuss the effect. (1.6)
 - Discuss how television uses music. Allow the students to experiment when watching television. They can close their eyes and by just listening, see if they can tell what is happening or they can turn off the sound and exaluate the effect. This can be a home assignment and then discussed the next day.

 (1.6)



- Have a long-range assignment of watching the various backgrounds or settings of TV programs. Choose a wide variety of programs; news broadcasts, singing, drama, dancing, political speakers, etc. Students could keep a notebook in which they describe what they have observed. After a specified period of time, discuss what they have observed and why they think each background was used. What was the purpose? How does it affect the viewer? (1.6)
- Students could follow up on the above by pretending that they are producers (committees could be used or small groups working together) and decide what kind of program they would like to produce. Decide on a background (sefting, music, etc.) and build some kind of model paint a large picture of the set as it would appear on the television screen. Each should give an explanation of what the producer wants to communicate to the viewer. (1.6)
- A large part of the message is the manner of presentation: Are these illustrations portraying the same number of blocks in each case?



Discuss the answers. The teacher might then have three pieces of six inch long ribbon (one stretched flat, one in a swirl, and one tied in a bow) and ask which piece is longest. Allow the class to demonstrate other examples of presentations that affect receiver's thoughts.



2

- 1.8 To recognize differences between selective representations (art) and the non-selective (reports, candid shots)
 - Secure self portraits of well known painters (Picasso, Van Gogh, Dali, Rembrandt). Also find actual photographs of these artists.

From which pictures can you make any assumptions as to how the artist felt about himself - color, features, packground.

Compare the advantages and disadvantages of each kind of representation.

- * Ask children to make factual reports on the subject matter of a meral art representations brought into the classroom pictures, scripture. Compare as to differences.
- Ask children to bring a candid snapshot to school. Can they show that same subject through an art form that will enable the viewer to determine feelings and opinions?
- •After children have completed a report, have them express their information in an art form (clay, paint, poetry, drama, etc.)

 Discuss values of each representation.



ţ

- 1.9 To perceive motivations behind emotional appeals on billboards, radio, television, etc.; to be able to identify rationalizations and double-talk.
 - Have students find testimonial ads that use sports heroes and movie stars to sell products. Refer them to newspapers, magazines, billboards, and TV and radio commercials. After they have had sufficient time to collect several ads, have the students bring them to class. Discuss the following questions with them: What ideas do these ads expect you to associate with sports heroes and movie stars?
 - To explore advertising techniques, have the students find out from their family members what brands of the following items they buy, why they buy them, and to what extent advertising affects their buying these brands.

soap car television toothpaste coffee hand lotion

• To explore the use of connotation to influence public opinion on public issues, have the students look in newspapers and magazines for editorials on issues that are important to their community, city, state, or the entire nation. Have them bring these articles to class and discuss the language of the articles in terms of connotation.



1. PERCEIVING

- 1.10 To develop sensitivity to the freedoms concomitant with independence of thought; to be open to a variety of views before deciding what one accepts or rejects.
 - Record a pre-arranged argument that didn't get anywhere, a conversation in which there was no meeting of minds, a complete misunderstanding of the other person's point of view. In small groups have the children discuss:

The ways in which ideas were expressed The strong feelings which blocked thought The particular words which aroused hostility or caused confusion.

- Our points of view depend upon the groups to which we belong. Help children list all of the groups to which they belong. Example: home, race, church, organizations, nationality, community, interest, and social. Have children discuss points of view that they have developed as members of these groups.
- To explore the idea that different people perceive objects and events differently, show your class a picture or photograph depicting many people or an action. Hold the picture up briefly, for no longer than a minute. Have each student write down what he sees. Then have the students compare and discuss their perceptions of the scene in the picture. See in how many different ways the same scene has been perceived.



- 2.1 To enjoy listening to sounds around us; songs of birds, children's voices, whirr of toys, tones of musical instruments, bells, sounds of animals, rustle of leaves, etc.
 - Fold a piece of cardboard to make a screen on a table concealing a number of items. Suggest to children that they number a paper. Call a number and make a sound. Let the children write down what they think it is. Some ideas for sound makers are: pouring water, bouncing a rubber ball, turning an egg beater, crinkling cellophane, snapping an elastic, letting air out of a balloon. (2.10)
 - Children may work by two's and think up sounds they can use on the rest of the class. When a group is ready, a few minutes may be used each day to develop listening skills. (2.10)
 - Have the children close their eyes and listen to sounds around them, such as: noise from the playground, hallways, noises from the room, etc.
 - Have children catagorize sounds under such topics as "Sounds Heard on the Playground" (thud of a ball being thrown into a mit, smacking of a ball and bat). Other catagories might be gym noises, cafeteria noises, classroom noises, party noises, etc. (2.10)
 - Take a tape recorder home and make recordings of kitchen noises, living room noises, outdoor noises, etc. Let the children listen to the tapes and identify the noises. Children, too, can tape noises and bring them to school. (2.10)
 - •Ask children to keep a diary over a given period of time wherein each lists all the sounds one can remember having experienced during the day, from the ringing of the alarm clock early in the morning to the playing of the 'Star Spangled Banner' on television late at night.

 (2.10)
 - *Have the children close their eyes and see how many sounds they may hear in a two-minute period. Sounds may be restricted to those the were not here when Columbus discovered America, since the covered wagons went Wes, etc. (2.10)



- Let children try to produce sound effects as if they were the sound man on a radio program. For example, crinkling of cellophane to imitate fire. Tape recorders or fake microphone could be utilized.

 (2.10)
- Listening to some records such as 'Peter and the Wolf and 'The Sorcerers Apprentice' are widely accepted by teachers as good listening experiences for music instruments. The Jim Handy Organization (Series No. 1750) has put out some filmstrips and records that are enjoyed by children in elementary schools.
- •To make children more aware of everyday sounds around them, a tape recorder unit could be worked out where skits would be made up by the class and put on a tape recorder to emphasize the sounds we all take for granted.
- A discussion of old racio programs that were full of drama would be valuable in this area of study. Discuss sound effects used in soap operas, adventure series, and commercials. The class could tape a radio program using sound effects in the drama. Different sounds could be experimented with using many objects or voice sounds of children. Listening to the records, "Memorable Moments in Radio" would be fun and worthwhile listening.
- The district has some records made by professional theatre companies which make for excellent listening activities. One of the best is The Ugly Duckling' with Denise Bryer and the Atlas Theatre Company. The whole series of "Atlas Tale-Spinners" would be great to have on hand for listening activities that would be good to motivate drama or skit writing, etc.
- The students like to close their eyes and listen to a series of things' the teacher does in front or somewhere in the room. They listen to what the teacher does and then try to tell in sequence what was done. The students can do the same thing.
- Onomatopoeia is a lot of fun to have activities with. Such as asking the kids to put in their own words what spellings they would use for certain sounds such as gunfire, objects dropping on the floor, leaves rustling, whistling wind, death cries, animal sounds, opening and shutting the doors and windows, etc.



4

•When reading a story to the class let children make sounds that go with certain words. For example, the word dog evokes grr, the word telephone evokes a 'ding-a-ling'. (2.1, 2.8, 2.10)



- 2.2 To enjoy listening to jingles, nursery rhymes, stories, and personal experiences.
 - Children's personal experiences are wively varied and very interesting if someone takes time to listen to them.

Example: With children's help, set up categories for personal happenings such as sad, happy, exciting, frightening, etc. When children tell about a personal experience, the class decides in which categories it belongs.

- Listering to jingles or nursery rhymes read out of books, from a tape recorder or records are excellent lead-up activities for writing jingles or nursery rhymes as well as being enjoyable for children to listen to. Allow children to recite what they know by heart and tell of their experiences with jingles and nursery rhymes as younger children.
- •Child relates an experience. Other children are asked to tell of similar experiences. Class will then discuss how the various stories are related.
- •Listen to a taped or recorded story. In small groups have children attempt to reconstruct in sequence the events of the story.
- The most effective technique to promote the enjoyment of listening is the oral interpretation of good literature by the teacher.



- 2.3 To enjoy hearing legends, myths, and folklore.
 - Tape or read an incomplete legend, myth, or folklore. Call for endings to the story. Evaluate the suggested endings, suggesting which was most interesting, most logical, most unusual. Then listen to original endings.

 (2.5, 2.7, 2.11)
 - Read aloug and discuss the motifs and characterizations of folktales, ballads, myths, and legends.

Examples - The Story of Chanticleer

'The Blind Woman and the Doctor'

The Men Who Wanted to Kill Death

John Henry"

'Beowulf's Fight with the Monster Grendel

Pecos Bill and the Cyclone'

'Echo and Narcissus'

"Paul Bunyan"

(2.2)

- Have the conlider read and tell to the class an Aesop Fable, an African fable or any other. Discuss the human strengths and weaknesses the fables portray and the lessons they teach. (2.2)
- •Allow children to tell to the class fables they already know. How have they learned them? What lessons do they teach? (2.2)
- A large supply of short folklore stories can be found in the book, The Life Treasury of American Folklore, by Life Magazine, available through the Ferguson Labrary.



- 2.4 To become aware of how interesting words can be we is which rhyme, which are fun to say, which describe, which are big.
 - Take a word such as whale and see how many funny rhymes can be made with it. Children can add a line at a tir. (2.2)

Example: A funny old whale
Had a tail
That was hit by hail
He went to jail
That funny old whale!

- Use a color that rhymes to describe a thing, like pink sink, blue shoe, red sled.
- Verbal Tennis: Line up pupils in two rows facing each other. The contestants take turns giving out words (or the teacher can do this). The first contestant on the opposite side gives a rhyming word, the next contestant on the first side gives another rhyming word, and so on, words being batted back and forth as long as the words hold out. The first side to run out of words gets a point against it. The side producing the last word starts with the new word and it is given by the one standing next to the last contestant to furnish a rhyming word. The game can also be played with synonyms.
- Funny Bunnies: Two rhyming words are another way of expressing each of the following parases. Children can make up their own by first thinking of the two rhyming words and then deciding on another way of expressing the same idea.

Examples. Tale of much bloodshed (gory story)
Rose dipped in vinegar (sour flower)
Drinking place high in the Rockies (mountain fountain)
Sorrowing boy (sad lad)
Fowl that escaped from its coop (loose goose)
Well-behaved rodents (nice mice)
Hobo in the rain (damp tramp)
Masculine doll (boy toy)
Timid insect (shy fly)
Not-so-bright sea bird (dull gull)
Queer little rabbit (funny bunny)



- •A. Acabulary contest could be held. Each child could put on the hoard a "big" word (3 or more syllables) for which he or she knows the dilinition, and ask the students to define the word without the dictionaries. Later they could look up the word to check on their accuracy of defining the word and pronouncing it. Teams could be chosen. Each team scores a point for each cor ect definition.
- · Build charts of words having one common sound

Example Law/Lawyer, Lawsuit, Lawiess

- Play a naming game. Children create names for a car, a whale, a satellite, a baby.
- •Describing words can be accented whe attention is focused on them solely. Tell the children that you were asked to write a story about them and that you want them to help. Ask each child to think of a describing word. Go around the class and incorporate each word into the story in the order it is given (whether or not it fits). Read the finished story aloud.



- 2.5 To listen to other's ideas with an open mind and to extend to others the courtesies in listening which one expects when speaking.
 - After reading aloud stories about heroes (such as John Henry, Beowulf, and Pecos Bill) have small group discussions. Which of the heroes were enjoyed the most? Are there any heroes in the movies or TV that remind children of the heroes? Who are some real-life heroes of today? Why? Do the children agree on which real people are heroes? Why do we admire the people chosen?
 - Draw up standards for group discussion such as: 1) Stick to the subject being discussed. 2) Be careful not to say anything that you are not sure is true. 3) If you disagree with something someone else has s. d, do so politely. A way to better listening habits in discussion is to separate the class into small discussion groups. Designate a leader for each group who will report the ideas discussed in a summary manner. (2.9, 2.12)
 - Carry on group discussions arising from natural problem solving situations such as what to observe on a field trip, how to organize the materials in the room more effectively, and what to do to improve study habits. (2.6)
 - Develop a chart listing a few guidelines for constructive criticisms, as: 1) Criticisms should be stated positively, 2) Give reasons for each criticism, etc.



LIST ENING

- 2.6 To acquire facts accurately and with reasonable ease when they are communicated through speech.
 - Cave listening tests: Teach the S.R.A. Reading Lab's T.Q.L.R.
 Technique. Tune-in, Question, Listen, Review. Read a 400-600 word selection followed by 5 or 6 short answer comprehension checks. Selections such as the Reader's Digest Reading Skill Builder stories may be used.

 (2.7, 2.10)
 - Develop together a chart listing a few guidelines for effective listening such as: 1) Keep your eyes on the speaker and your thoughts on what he is saying. 2) Write down the main prints of his report. 3) Be ready to ask questions about anything that is not clear to you.

 (2.5, 2.7, 2.10)
 - *Ask one child to whisper a sentence, saying, proverb, book title, etc., to the student next to him. This child in turn repeats to the next child until the whole aisle, table, or room has heard it. Last child says aloud what he heard. (2.10)
 - •Give pupils several topics to listen for. These topics or questions should broaden as the children grow in listening ability. For example, children may first be asked to listen for 1) main ideas, 2) main ideas and supportive data, 3) main ideas and examples, 4) main ideas, supportive data, and examples.
 - •Listen often for topic sentences of single paragraphs read aloud or played from tapes.
 - •Begin development of note-taking with a single paragraph of informational material. When note-taking is a new skill, take notes along with the class, then mimeograph the notes or put them on the board so that the children can grow in this skill. (2.7, 2.10)



- 2.7 To acquire skills for criteria listening: i.e., listening for ideas and supporting data; to avoid being swayed by propaganda.
 - Read a paragraph to the class. Have several children summarize the main ideas on tape. Paragraphs may be taken from a story-book or any textbook. Replay the tape and evaluate the summaries given.

 (2.6, 2.10)
 - A good "audience type" situation can be provided for listening by inviting a resource person to speak to the children and preparing them for specific things to listen to. (2.6, 2.10)
 - Give the class three titles and ask them which one best fits the story or poem to be read to them. (2.10)
 - · Use motion picture films with creative listening assignments.

Example: How does the musical score help to tell the story?

Look and listen for these three important facts.

Toward the end of the film there is a line which tells the main theme of the whole film. Can you find it? (2.10)

- "Propaganda" individual learning packet available through consultant.
 (2.14)
- To enable children to understand that authors or speakers are often biased, obtain several books or articles written on a controversial issue. Compare the arguments presented and reasons for them (author's or speaker's background, philosophy, prejudices, etc.) Editorials from the Globe and Post usually report a different point of view.



LISTENING

- To select from listening experiences the ideas which are of signi-2.3 ficance to the problem at hand, and to tune out the extraneous.
 - To sharpen children's sensitivity to listening, it is sometimes fun to make a list of such as the following:

WHAT INTERFERED WITH OUR LISTENING TODAY?

The lawnmower outside People interrupted An airplane flew over We were worried about getting our work done on time (2.10)

- Run a short cartoon film, then shut off the sound and have the children tell the story or reproduce the speaking parts while the film is rerun. (2.10, 2.12)
- · Play musical chairs, but sit for different reasons; for example, when (2.10)a specific instrument is heard.
- · Have children dramatize action poems while they are being read.

"Casey at the Bat" by Ernest L. Thayer Example: 'Stopping by Woods on a Snowy Evening" by Robert Frost "Fog" by Carl Sandburg

"A Visit From St. Nicholas" by Clement Clark Moore

'The Duel" by Eugene Field

'The Landing of the Pilgrim Fathers" by Felicia Dorothea Hemans

Barbara Frietchie" by John Greenleaf Whittier 'The Flat Goes By" by Henry Holcomb Bennett 'The Pied Piper of Hamelin" by Robert Browning

'Ine Leak in the Dike" by Phoebe Cary (2.10, 2.11, 2.12)



- 2.9 To change one's own behavior (decision-making, acquisition of concepts, attitudes towards individuals or groups) as a result of effective listening.
 - Read aloud a detailed description of an automobile accident. Let the children pretend to be bystanders who saw the accident happen. Let each write or tell exactly what happened. After reading the items, select the widely divergent reports and read them to the class.

 (2.6, 2.7, 2.10)
 - Ask your class to listen to a television performance in the evening and the next morning choose four as reporters. While one reporter explains exactly what happened on the program, the other reporters remain in the hall out of earshot. As soon as a reporter is finished with his story, let the next come in with his report on the same program. After the four have reported, let the class judge the accuracy of the reporting of each.

 (2.6, 2.7, 2.10)
 - Record a prearranged argument that didn't get anywhere, a conversation in which there was no meeting of minds, a complete misunderstanding of the other person's point of view. In small groups have children discuss.

Ways in which ideas were expressed.

The strong feelings which blocked thought.

The particular words which aroused hostility or caused confusion.

• Pull resource people from the community who represent varied backgrounds and points of view. For example, occupational, racial, handicapped, religious, and social groups. After presentation, children could break into small groups to express their feelings with resource person participating.



LISTENING

- 2.10 To develop country to select the level of listening (marginal, appreciative, attentive, critical) appropriate to a given situation and to flexibly apply these different skills implied by the levels involved.
 - Children spend large blocks of time listening to television. This instening can be put to good use by assigning children optional homework such as the following:

Examples: The television awards will be given tonight. Here is a sheet which tells in what catagories the awards will be made. See how many of the blanks you can fill in.

It is difficult to produce mob scenes on TV due to the small screen area. See how "Treasure Island" is produced tonight to give the illusion of a mob during the mutiny.

• Listening signs placed around the room can help to develop listening habits.

Example: What did you hear today?

The magic word today is TIME. Pow many times will your teacher say it during language period?

Listen: What is the new sound in our room?

- Have the entitiven clap for various reasons when they are being read to. For instance, clap for every word that is a noun or for every word that begins with a certain sound. (2.8)
- *Wrisper ten sentences, words, or sayings; each in a softer voice and children try to see how many they can hear. (2.8)
- •Fruit Basket Furr Over: Cave each child the name of a fruit. One child becomes "It He calls the names of two or more fruits. The fruits called exchange seats. "It' tries to get into one of the vacated seats. The person remaining without a seat is. It. Every once in a while "It shouts "Fruit Basket" at which time, everyone exchanges seats. Vaciations of the game may be played on many occasions, such as the peginning of the year when everyone is learning the names of classmates, or on "the ween when each child may be assigned an appropriate name. (2.8)

}



- Keep Talking: Some children are each given a phrase. At the signal from the teacher, Child #1 begins a story trying to include his phrase in his story without giving it away to the rest of the group. The teacher taps a bell every thirty seconds and the next child must keep talking, picking up where the first child left off, and trying to include his phrase in the story and so on until all the group has had a chance, whereon, they start at the beginning again.
- In sight of the whole class let a pupil perform five unrelated actions:
 - 1) Stand in the middle of the floor and whistle three short blasts;
- 2) Go over to the window and write with his finger on the pane; 3) Go to his desk and frantically search for something; 4) Stop to straighten his shirt; and 5) Laugh excitedly and tiptoe out of the room. See how many people can list his actions in sequence. A variation is for the teacher to list the unrelated actions and then ask a student to carry them out.
- Play records and let the children paint, draw, or write while the music is playing.
- · Listen to recordings or stories and dramatize the ideas suggested.
- •Oral sentences are scrambled and children arrange them in correct order. They make up scrambled sentences for each other.
- Read a short paragraph containing several words that have the same or similar meanings. Children pick out the words that mean the same. Encourage them to write paragraphs of this nature for each other.



- 2.11 To react sensitively to poetry and prose: to develop aesthetic taste.
 - To provoke creative thinking with choral speaking, give the children a poem which lends itself to many adaptations and allow them to work in small groups to explore various ways of presenting it. The ideas are shared after each group has worked out its pattern for presentation.
 - Share with the class examples of worthwhile prose and poetry. Discuss the elements of literature present in each selection or passage. (See also Writing objective 5.7) Share poor prose and poetry as well as the good to enable children to become better judges in their future reading experiences.
 - Record poetry to accompany a group of illustrative slides from parent or teacher collections. Students who have access to a camera might develop a series of slides specifically for use with certain titles they enjoy.



- To be silent occasionally and to know when to be silent; to realize the values of listening rather than appeaking.
 - To the children, read stories which have plots constructed around a breakdown in communication due to faulty listening. Discussion of these stories will help bring out the need for careful listening.

Example: "Esparninandos"

"The Tar Baby" by Joel Chandler Harris

"Henny Penny" Fairy Tale

"Lazy Jack" English Folk Tale

"Rumpelstiltskin" Grimm Fairy Tale

"Bambi" by Felix Salten

"The Midnight Ride of Paul Revere"

by Henry Wadsworth Longfellow

"The Forty Thieves" (from Arabian Nights)

by Andrew Lang

"You Can't Please Everybody" an Aesop's Fable

"Ask Mr. Bean" by Marjorie Flack

"The Emperor's New Clothes" by Hans Christian Anderson

"Alice in Wonderland" by Louis Carroll

"Gerald McBoing-Boing"

"The Nightingale" by Hans Christian Anderson

"The Tale of Peter Rabbit" by Beatrix Potter

- The teacher gives a certain child a role to play in a creative or storeotyped family discussion. A table could be used as a prop symbolic of a dinner table or coffee table. One child could be a father or some domineering character who will not change his or her point of view because of being a "know it all" or an older person who will not listen to a less experienced person. Another student could represent a shy child. Another a "diplomatic listener", etc.
- The subject of conversation could be one chosen by the class or by the teacher, such as long hair, pop music, race prejudice, television, movies, democracy, Communism. Role playing with different characters in different environments or atmospheres can be used to illustrate when a person should keep silent or participate in a discussion.



- Have a discussion with the class about what people do to one another that is annoying. Let the children express their views about the listening habits of their friends, family, and themselves. Then capitalize on the students realization that someone needs to really listen instead of thinking of what they would like to say.
- The rewards of being silent and listening during such personal experiences as still hunting, a quiet stroll through the woods, etc., could be talked about.



- 2.13 To be able to decode manner or mode as well as content of a message (e.g. humor, sarcasm, romance, tragedy, etc.)
 - Tape record discussions or presentations. Listen and evaluate such things as clear speech, phrasing, and voice inflections.
 - Discuss the emotional meaning of words. Have students take turns telling about something they like to do, others something they have to do but do not like. Write on the board words used that show ways of feeling.
 - Have other teachers who are excellent oral readers to make tape recordings of interesting, informational material, poetry, or plays. This will give children experience in listening to a wide variety of voices, inflections, and tempos.
 - Ask a child to talk into an imaginary telephone. The children try to guess what the person on the other end of the line is saying by listening to the one-sided conversation.

(2.10)

• Say each sentence below in several different ways indicating that you are begging, demanding, whining, curious, indifferent, etc. Let the children infer the situations from your tone of voice.

Example: I don't want any.

Please come home soon.

Are you sure?

Help me,

Is that necessary?

- Match tone of voice when saying a sentence with various situations. For example, the phrase, "Gee, thanks!" would be said differently in each of these two situations: 1) Your parents have just given you the puppy you wanted very much. 2) Your older brother has just given you a torn sweater that is too small for him.
- Say sentences in different ways to show different meanings through use of voice stresses. For example: I gave her cat/food. I gave her/cat food. I/gave food to her cat. I gave cat food to her.



• Have each pupir write a one-page story. To help the children get started, you might write a list of topic suggestions on the board, or write words to prompt them (such as hurricane, wild animals, mountain climbing, island). Let the students exchange stories for reading aloud. After each story is read, ask the author if the tone of voice of the reader matched the one he had imagined. Discuss differences in stress, pitch, and pause between the two versions



- To be able to identify the language devices used by an advertiser in making his appeals e.g., slogans, jingles, repetition, tone of voice, loaded words, analogy, association of images and status symbols, etc.
 - Let individuals or teams mimic their favorite radio or TV commercials. A discussion of reasons for their likes will bring out the devices used by the advertisers.
 - Have children invent a product of their own (a cereal, skin soap, detergent, toy, etc.). Let them design the package, write a radio advertisement, make a series of slides to represent a TV commercial, design a newspaper or magazine advertisement, etc. Encourage the use of as many advertising devices as possible.
 - Tape numerous and varied radio and TV commercials. As children listen to the advertisements, let them write down the devices used in each. Newspaper and magazine advertisements could also be used.



- 2.15 To develop critical taste e.g., to prefer the authentic and the imaginative over the stereotyped and contrived in movies. TV, and other media
 - To teach what a stereotyped character or situation is a teacher could give examples of the old style villain with the curled mustache, beard, and black cape, or the good guy who wears a white hat and rides the prettiest norse. After these obvious types of examples the teacher could point out more subtle types of stereotypes.

Examples: Maxwell Smart in "Get Smart" (from James Bond movies)
"beverly Hillbillies" (illiterate hillbilly) "Step-n-fetch-it".
"The Old Maid School Teacher"
Modern music groups with their long hair

- Have children discuss such stereotyped people as ministers, nuns, doctors, Indians, Negroes, Mexicans, Irish, Japanese, etc. Prejudices?
- Movies' and TV programs could and should be used in this area as prime examples. Books could be used also that are popular with children by discussing such stereotyped characters as George Washington, Abe Lincoln, Daniel Boone, etc.
- Comic book characters could be studied and discussed like Superman, and Tarzan, or Tubby.
- After teaching lessons about stereotyped people or situations it would be time to bring in actual experiences in life that make stereotypes appear silly or wrong in their concept.

Books like "A.1 Quiet on the Western Front" and "Red Badge of Courage" are excellent examples of the authentic reality of war to compare with stereotyped programs like "Rat Patrol" and "Combat" on TV. Film, "The Rea. West' narrated by Gary Cooper is good. Available through County AV.

• Discuss escapism as compared with reality in entertainment. Escapist niones and novels could be compared with those that try to show reality.

Example: The realism of "Adam-12" as opposed to "Get Smart".



• The imagination of a person listening to radio is much more active compared to that of a person watching a movie or TV. (Bill Cosby has a very funny record out, "Wonderfulness", in which he does a rendition of a child listening to a program like "Lights Out" or "Inner Sanctum") Records made by professional theatre groups could be used as could dramas with sound effects taped by small groups of children.



3 LISTENING

- To cultivate a balanced media diet, to develop criteria for tuning in or to a gout.
 - Examples of convenes by such critics as Rich Dubrow, Miles Standish, etc. could be cur out of papers and brought in to read to the class.

 Discuss their style of writing, their stress on originality and uniqueness in entertainment as the criteria for a good rating.
 - Cut out IV to he and sudience ratings of TV programs. Discuss Gallop polls and methods used to get the "feeling" of the public on certain issues or programs.
 - Children could set up a poll taking of their own and take a census of opinio of a 'centrol group' and rate, score, or derive a conclusion from the facts they lather. A telephone or door-to-door polling could be set up by the class and teacher.
 - It is made and TV programs of the new leason this fall could be evaluated the criticized by student. The teacher could then evaluate the criticisms also should the criticisms also positive, negative, or constructive.



LISTENING

THE FOUR BASIC TYPES OF LISTENING ARE:

1. Attentive Listening

This is the type of listening where most distractions are eliminated and the attention of the listener is focused on one person or one torm of communication.

2. Appreciative Listening

This is the type used when one listens for enjoyment. It is not as concentrated as attentive listening. The listener is more relaxed.

3. Analytical or Critical Listening

This is attentive listening for the purpose of responding in one way or another. The listener must think carefully about what he hears.

4. Marginal Listening

This is the kind of listening where there are two or more distractions present.



S PEAKING

- 5.1 For speak spintaneously and easily with others; to speak freely when there is something significant to be said.
 - The externograneous speech is presented without time for extensive planning and is regarded as a "speech experiment".

Examples: Quotations by famous people/Why I agree or disagree;
You must look into people as well as at them!

Lord Chesterfield
No man is an island, entire of itself!

John Donne

I wo Words/How these two words are related: handle/fear friendship/argument

Questions/Answer the question-Have you ever been afraid? What was the most exciting moment in your life?

Introductions/Pretend you are asked to introduce a famous speaker - what would you say as you introduced

Mark Twain

George Washington

Johnny Carson

Neil Armstrong

Extra! Extra!/ Cut unusual headlines from old newspapers. The speaker uses the headline as the topic for his speech.

Sales Talks/Many pupils do well and employ many good aral techniques when selling imaginary products.

• Discussion Fobics: To develop oral expression, an exploratory type of discussion group is best. The purpose of these groups is not to arrive at decisions but to help each member explore ideas and discover meanings through interaction with other people.

(3.9, 3.5)

A swering questions to which there is no specific answer/rxample-Wey did people move westward in the United States

Giving opinions about current issues/Example: Should we continue spending thoracy on space exploration:

Solving a problem/Example flow can our class help to premote better playground relationships?



Talking about ideas and feelings/Example: What makes you happy? Would you like to live the life of the President?

Discuss the suitcase or treel bag that is sitting on the teacher's desk/Example: Its owner; where it has been; what is in it and why; where it is going.

- Ask children for names of radio and television commercials they remember. Stimulate discussion of why anything is advertised, are advertisements true, and why the advertiser is willing to pay for radio and TV time.
- Place in plain view of class, several objects: Brick, spoon, scotch tape, shoe box. 'sk students to think of what can be done with any of them. Let their answers come fast, out of turn, no answer wrong. Look for imaginative ideas.
- Wordless Books: In the Wordless Book the child creates literature himself, usually in an imprompt approach. A teacher can prepare a paperback booklet which may bear the title "The Wordless Book", or other titles may be used, each of which suggests a story or a specific theme. (3.7)
- A Story Club: This club could meet weekly and would provide opportunity for parliamentary procedure and development of story telling skills.

 Allow pupils to 'ell their favorite stories during these meetings.

 (3.7)
- Have a group of four imagine themselves as a group of friends who are going to have a spontaneous conversation prompted by a statement made to them by another friend, a player.
- Panel Discussion: Use pupil moderator and large panel with a question period afterward for student audience; or, allow the student audience to question panel members during the whole discussion. The moderator should be directed to summarize conclusions. This provides opportunity for review periods of geography or science.



3. - SPEAKING

- 3.2 To enunciate clearly distinguishable phonemes; to project and modulate appropriately See activities under 3.8.
 - "Mike 'Technique: Lower grades can use a pseudomicrophone and the upper grades could use the school amplifier. Creative stories, book reviews, or reports make excellent topics and, if written ahead of time, allow full stress on the oral delivery.

A quiz program utilizing any subject matter, review material being best, is a fine use of the "mike" technique.

- Older children can tape stories for use in Listening Centers in primary grades. Primary teachers can request specific titles for which upper grade students volunteer.
- Children will enjoy saying together short poems which stress clarity of enunciation. See poems under 3.7.

Prose should not be ignored as a source of excellent material for speaking together. The Gettysburg Address is a beautiful piece of American literature.



3. SPEAKING

- 3.3 To express observations, experiences, and feelings.
 - Blending music with words helps children to put feeling into words.

Example: With music playing in the background have children

record: Poems they like

Stories they have written
Selections from their reading
Their feelings and ideas about any chosen
subject - the saddest thing in the world,
the loudest, the ugliest, their favorite, etc.

• For verbal expression, teacher can lead the group by having children close their eyes while a sentence is read.

Example. The brook ran through the meadow past the mill.

The children describe what they see. During this activity, they will feel the need to add several words to the sentence to communicate their word picture to others. Discussion might center around the necessity for adding words.

- Give each child a sheet of drawing paper and some crayons. Ask the children to interpret the sentence, "The house stood on the hill under a tree", through a drawing. Place them before the class and discuss. There should be a great deal of variety in the interpretations. Discussion should then center on how an author would paint a picture with words instead of brushes. Stress the importance of communicating a definite picture of the house. Children should feel the need for adding more words. Example: "The low, rambling, ram-shackle house stood on the gently sloping hill under a tall elm tree." The children should then choose one of the sentences they wish to interpret and another picture should be drawn. This time, there should be more of a similarity among the pictures.
- Go for a short walk around the school. Come back in and ask what colors they saw. (This can be varied by asking for shapes, sizes, etc.)
- Take the class outside for the purpose of listening for everything they can possibly hear. Space them over the area and have them write what they hear. Come inside after a short period and discuss what they all heard. The teacher should be considered a part of the group. The same can be done for sight, touch, smell, etc.



- Observations by the children can be made 1: the room by giving a few minutes for observation, then closing their eyes. State what is to be remembered and discuss. Children can conduct their observation game themselves.
- Ask the children if they have a need or special feeling on a day marked by special weather. This will give rise to discussion on:

 1) Kind of day 2) How it makes us feel 3) Personal experiences in wind and rain 4) Physical reactions to summer and winter.

Interest is stirred in discussion of the effects of certain colors:

1) Dark gray curtains depress me. 2) An all green room chills me. 3) Red makes me think of quick action.



3. SPEAKING

- 3.4 To take part in an informal exchange of ideas with others; to consult with others in formulating plans.
 - Hare your class work in committees to plan an Old Toy Sale. Oral communication will be of prime importance as children plan displays, advertisements, making announcements, determining the prices, and handling sales. An oral evaluation should follow the project.

 (3.2)
 - Ask children for names of radio and television commercials they remember. Stimulate discussion of why anything is advertised, are advertisements true, and why the advertiser is willing to pay for radio and TV time.
 - Discuss the problems facing an educated, modern family, who find themselves in a primitive environment without manufactured goods. Have students suggest ways in which the family could strive for survival.
 - Simulate a state government. All children should participate by serving in some official capacity, at some time during the year. This would serve as a framework for committees which would deal with clas room policies, procedures and problems.
 - Working in small groups, children attempt to work through a plan to solve the following problems.

Examples: If there were no telephones how would you communicate quickly with someone many miles away?

You walk home from school and realize you had ridden your bike that morning. How can you get it home without another session of walking?

The letter is in the mailbox, and you recall you didn't address it. Now, what do you do?

How many books are there in your school?

How far is it from your house to the school?



• Informal Discussion Topics: Answering questions to which there is no specific answer. Giving opinions about current issues. Solving classroom problems. Talking about ideas and feelings.



3. SPEAKING

- 3.5 To question as a way of learning.
 - Debates: This activity will tax the resourcefulne s of students. Debating as valuable if the concomitant skills of research and outlining are well established. Sufficient time and help should be given students for the preparation of speeches.
 - The inquiry method has drawn attention to the significance of question asking as a part of the thinking act. Students need experience in asking penetrating questions.

"Twenty Questions" and "Animal, Vegetable, or Mineral" are games which encourage question asking.

What Questions Would You Ask? Given a specific situation, the student is requested to decide what question should be asked. Suggested questions are compared and discussed as to their merits.

Examples: You are walking down the street when you notice a six year old boy you know on the roof of a house. What question would you ask?

You are downtown alone when suddenly you find that you have lost your money What question would you ask?

One of your classmates is missing when the bus comes to take you back to school after a field trip. What question would you ask?

Pose some thought provoking problems such as the following:

Example: There were five men wearing five hats. They are standing in a line. Each can see the men's hats in front of him, but cannot see his own. The colors of the hats are two (2) blue and three (3) red. Their problem was that each must discover what color his own hat is. (Draw illustration on the board)













When asked what color their own hats were, the conversation went this way:

#3 - "I don't know what color my hat is".

#2 - "I don't know my color either."

#1 - 'I know my color."

Nothing else was said by the men except the above conversation.

PROBLEM: How does #1 know his color? What color is his hat? (Red)

SOLUTION: There are four possibilities for colors for numbers one and two.

- a. #1 #2 #1 #2 #1 #2 #1 #2 (red, red) ((red, blue) (blue, red) ((blue, blue)
- h. Number three elininates (blue, blue) when he says, I don't know".
- Number two eliminates (blue, red) when he says, "I don't know either".
- d. Therefore, number one must have a red hat. *

Lead the class to try to list possible alternatives or in some way to arrive at the four possibilities stated above. They must base their answer on logical thought using the elimination of alternatives. This problem could be left on the board for a day or so, to give the students a chance to ask questions which would lead to their formulation of possibilities.

- To develop the necessary respect for the questioning attitude both in ourselves and in our students make it plain to the class that good questions have value. A large box can be covered with question marks in which a child can at any time, insert a card or sheet of paper on which a question which puzzles him is written. Each week a time can be allocated for answering these questions or for discussing them with the class. Those questions which do not produce a ready answer can be researched by volunteers who report their findings at the next question period.
- Set up any game or puzzle that stresses finding a solution by asking as few questions as possible.



Examples:

Think of a number between 1-100. Divide the class into 2 groups, giving one member of each group the number and this person counts the questions asked by the group. The rest ask questions that can be answered by yes or no until the number is guessed. The team with the fewest questions wins. Discuss what questions are more useful and why.

Think of a geographical location related to a social studies topic and conduct a question game.



3. SPEAKING

- 3.6 To express one's self or to express one's interpretations in play acting, story telling, poetry reading, etc.
 - Puppets can be used in many ways to help children develop good speaking habits. They can be used to carry on conversations, practice correct word usage and create characterizations. Many times children will invent a puppet to help him solve a life problem with which he is closely identified.
 - •Older children can tape songs or poems for use in Listening Centers in primary grades. Primary teachers can request specific ideas which upper grade students volunteer to complete. (3.3, 3.4)
 - Record poetry to accompany a group of illustrative slides from parent or teacher collections. Students who have access to a camera might develop a series of slides specifically for use with certain titles which they enjoy.
 - As children tell stories they develop an awareness of word pictures, color words, action words, and sound words. There is careful attention to distinct speech with emphasis on the pronunciation of syllables and word endings. Pictures are always good starters for telling a story.

Examples: Use pictures with an unusual twist. Ask questions such as, "What happened?" "How could this have been avoided?" What happened before or after this picture, was taken?" or "Who was responsible for this?" This will stimulate children to explore their feelings and search for expressive words.

In pictures of food, children can discuss how it would feel to be a particular fruit, or vegetable.

Have children develop a dialogue that is taking place among the people in the picture.

Over a large picture, hang a piece of oaktag which has a small hole in it revealing only a part of the picture. The caption, 'What is it?' creates the motivation for a discussion.

There are many pictures which can be partly covered and by so doing, the whole idea of the picture is changed. Cover part of the picture and ask, "What do you think the bottom of this picture is about."



- Take any opportunity to bring professional readers or older students into your classroom to read. The children can then try reading the same passages aloud, remembering some of the feeling they got from hearing the lines read well.

 (3.8)
- Take one basic idea such as an orbital flight into outer space, a current event, or a school event. Divide the class into several groups and have each group communicate the idea in a different manner. One group might do it through dance, one through dramatics, one through speaking, one through poetry, and another through pantomime.
- Choral Speaking: Choral speaking is especially effective because all children become involved. All children need to say words in order to acquire them, so they may be used later in their creative writing, readir 4, and spelling.

 (3.8)

To provoke creative thinking with choral speaking, give the children a poem which lends itself to many adaptations and allow them to work in small groups to explore various ways of presenting it. Then ideas are shared after each group has worked out its pattern for presentations.

Children will enjoy the following short poems which stress clarity of enunciation:

Examples:

A sleeper from the Amazon
Put nighties of his gra'mason Tre reason, that
He was too fat
To get his own pajamason.

I saw Esau sawing wood (pause)
And Esau saw I saw him; (quickly)
Though Esau saw I saw him saw (pause)
Still Esau went on sawing.

A tutor who tooted the flute Tried to tutor two tooters to toot. Said the two to the tutor, "Is it harder to toot, or To tutor two tooters to toot?"

The noble Duke of York (majestically)

He had ten thousand men.

He marched them up a very high hill; (quickly)

Then he marched them down again.

And when he was up, he was up, (quickly)

And when he was down, he was down: (quickly)

And when he was only halfway up

He was neither up nor down! (distinctly)



In settermer, Address is a beautiful piece of excellent material for terms of the settermer, and the settermer (3.8)

Walta Cag's Millims of Cats, with a chorus coming

tring to eats, the deanes of cate, millions and billions of tring to the cate.

• The state of the

Solution of the state of the st

results a manama and eating it.
Instrapping rum and chewing it, blowing bubbles.
Opening as unsprella as it suddenly begins to rain.
Person being bothered by a mosquite or fly.

Literpreting Situations Briefly sketch a secution in pantoiolina. Have several groups try the same topic to see how the interpretation develops. Students enjoy suggesting situations.

Showing a ban report card to Mother and Dad.
I'w children watching pupples in a pet store window.
I've finds morey, runs to store, buys candy.
Child preaks vasc, runs to hide.

there five objects in a bag. Pass the bags out to groups. There are will pantemime play using all five objects.

controls a sentence in your mind and then try to communicate it to the class entirely by gesture and pantomime; a catest, a command, a question, or a comment about a situation. Have the class try to 'read' what the actions siv. Allow the chiefren to take turns.

More r Exercise. A faces B. A is he mirror, and B contacts all melement. A reflects all of B's activities and nicoti expressions. White looking into the mirror, B takes simple activity such as washing or dressing. After a face, reverse the refes with B playing the mirror and A cutiffic the most yent.



Pray ball. The group first decides on the size of the ball, and then the members tops the ball among themselves on stage. Once the game is in motion, the teacher/director calls out that the ball is becoming various weights.

Involvement in Two's: Two players - players agree on an object between them and begin an activity with it (as in Tug-O-War). In this case, the object they choose determines the activity, e.g., spreading a sheet, pulling a blanket between them in bed, taffy pulling, etc.

involvement in Three's or More: Three or more players - group agrees on an object which cannot be used without involving all of them. They are to participate in a joint action in which all move the same thing.

One player goes on stage and starts an activity. Other players join him, one at a time, as definite characters, and begin an action related to his activity.

Difficulty With Small Objects: Single Player/Player becomes involved with small object such as opening a bottle; opening a stuck purse, forcing a drawer open. Single players can also become involved with a piece of clothing such as, stuck zipper on back of dress; tight boots: a ripped lining in a coat sieeve.

Two or More Players/Same as above, except it involves more people.

How Old Am I? Teacher/director sets up a simple "where" preferably a corner bus stop. Player writes down age on slip of paper and hands it to the teacher/director, before going on stage. Player comes on stage and waits for bus. Each player is given one or two minutes to communicate his age.

What Time Is It? Bare stage/single player/no detailed where. Player write a time on a slip of paper and hands it to teacher before going on stage. Player should attempt to compunicate the time through his actions.

Where Through Three Objects Single player goes on stake and shows addience where through the use of three objects such as where - greasy spoon restaurant; objects - the box, dining counter, phone booth.



On the Spot Teams of four or nor nor write out on individual slips of paper, a Where, who, Time, Weather, etc. Papers are then put into individual piles according to categories, and each team picks a slip from each pile. Each team develops a scene by combining the information set down on these slips of paper.

Emotion Game Entir roup/One player starts game, which can be enlarged to inclide other players. He communicates where he is and who he is. What happens to him should be around a disaster, accident, hysteria, grief, etc. Other layers enter the scene as definite characters, set up relationships with 'where' and 'who' and play the scene, for example, where street corner; who elderly man, what car hits man as he crosses street. The old man tentatively steps into the street. He is hit by a car and falls screaming to the ground. Other players enter as driver of car, police, friends, passerby, ambulance driver, doctor, etc.



SPEAKING

- 3.7 To make effective use of pitch, stress, facial expression, and gesture in order to make one's speech more interesting.
 - To evaluate the student's understanding of tone and voice, write on the chalkboard a list of words and sounds such as 'Oh, Ah; Yes; No. You're right: Good night; Mr. Miller.' As a group, have the students read these words and sounds aloud, in a monotone, implying no particular meaning. Then ask various students to read the words and sounds in different tones of voice. Can the other students guess the emotional attitude being conveyed?
 - To strengthen the student's understanding of the concept that tone of voice affects meaning in spoken language, and to strengthen their powers of inference, pose a situation such as this:

Example

You know that Jeffrey and his little brother are in the next room playing with Jeffrey's new model airplane.

You also know that this model airplane is made of very light wood. Because the wood is light, the airplane can stay in the air for a long time. Also because the wood is light, the plane is easily breakable. You hear Jeffrey say, 'How did you do that'' You hear his little brother reply, 'I don't know."

Read the situation aloud to the students twice. The first time, give Jeffrey's voice an angry tone and his little brother's voice a sad, frightened tone. The becond time, give both voices a tone of amazement or surprise. After each reading, ask the students to infer the rest of the situation (what happened) and to infer the way the characters are feeling. Allow children to create a situation in which tone affects meaning.

• Write sentences on the board and have them read with a variety of voice tone (emotion or feeling). After saying a sentence, have the student tell what situation in which it would be appropriate. Then let the class make their sentences and situations.

Lamole - Is that true?

I. ok at that.

No, thank you.

Ye , I'll go with you.

Come over here.

Sorry, I can't.



• Write some sentences on the board to be read by the class. The sentences should be read with stress on a different word in the sentence each time it is read. Discuss how the meaning of the sentence changes when different words are stressed. The teacher may have to give an example such as: You need that - You as a person have need of that?

You need that - You have a lace?
You need that - You need that certain thing

Examples This is my house.

I have a new coat.

Look at the sky.

It's not too late.

Be sure to have the students explain how the sentences change meaning with each stress change. Continue, letting the class make the sentences. A thought provoking idea might be to have the children see if they can make a sentence that does not change with stress.

• To show that a pause or juncture affects the meaning of a sentence, write on the board: 'I scream'. Have a child read this statement. Have them tell where they pause as they say the words. See if someone can pause in another place and make a meaningful utterance. (ice cream).

Discuss that voice pause can change the meaning of what is said. Give another example orally such as: 'John Henry is coming' and 'John, Henry is coming. Have the students tell where the pauses are and how it changes meaning. Continue with other sentences such as: 'Mrs. Jones the singer is here', 'I called her Sunday', etc. Encourage the children to bring in any new phrases that follow this pattern.

• Have the children read: se sounds, (gru/da or grad/a) See if they can see the meaning at is understood when the pause is placed in a different spot. (Gray day - Grade A) Using the symbol, /, to indicate pause or juncture, write a few sentences on the board and have the students say the sentences and put the symbol whire they think it belongs for meaning.

Examples I saw a slow/horse race.
I saw a slow horse/race.
I belong to a small/ballplayers club.
I belong to a small ballplayers/club.
We needed rain - We need a drain.
An aim. - A hame.
She gave her/bird seed. - She gave her bird seed.
What's that ahead? - What's that? A head?

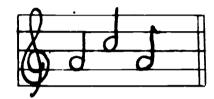
• How juncture changes meaning often has amusing results. In what situation might the following have been appropriate?

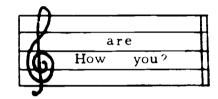
Examples. 'I will not hit any, Mother", she said sweetly.

"I will not hit any mother", she said sweetly.

'How will you help me?" he asked. 'How! Will you help me?" he asked.

• To explore pitch as a signal of meaning; discuss what pitch is in music and see if the class can relate the high and low sounds of the voices to musical pitch. Show a pitch diagram on the board and discuss:





Ask the students to see if they can think of another way to arrange the words that gives another meaning.

Put this sentence on the board: "Here comes Albert". Allow students to experiment with pitch by saying this sentence as if: Albert were your friend. Albert were a monster ten feet tall.

• Using other sentences and situations, have the students raise and lower their hands as the pitch charges. Allow the students to make up other patterns of pitch changes.

Examples That's Joe's sister.

You're tired.

That's his bicycle.

Tommy's sick today.

It's two o'clock.

As the sentences are read have the students put the words on the pitch diagram. Let them discuss their diagrams and the meanings each implies.

•Tape several samples of student speech in the classroom. Analyze these samples, sentence by sentence, to note pitch which is recorded.



Example What are you doing here, Jim' 14 is high - 1 is low)

Work with several sertences on the board first so that disagreements can be discussed and the tape replayed to check point made.

• Compare the different variations of itch and stress possible in a simple interjection or phrase.

Example: All right, (say it with arger, annoyance, agreement, reluctance).

Please

Go ahead and take it!

Yes No

• Heteronyms provide provocative material for comparison of stress or accent as in these sentences.

Examples. Did you present Mrs. Smithson with a present

Should a rebel rebel.

Are you content with the content of his remark?

That magician standing in the entrance will entrance you.

• To reinforce the understanding of pitch patterns, write questions such as these in the chalkboard

Examples You're going home

That's his book Susan isn't here

There aren't any nore cookies?

It's raining'

Have the questions read aloud and discuss the meaning of each in relation to pitch pattern (the rising pitch at the end). Then ask the students to explain what would happen to the pitch pattern and the meaning of each question if it were spoker as a statement. You may wish to have them draw pitch diagrams to illustrate.

• As an enriche of exercise, present to the students tenther written on the chalkboard or duplicated, the beginning of a story. Read this beginning aloud to them in two different manners. The first time, indicate through tone, stress, bauses, and pitch, a mysterious, ominous quality. The second time, indicate a light, happy quality. Discuss both readings of the beginning with the students, asking them to explain the use made of tone, stress, pause, and pitch. Then have them choose one of the two beginnings and complete the story, maintaining the mood set by the particular beginning they chose. Have the completed stories read aloud.



• Match personalities with tone and rate of speech. For example, how would each of the following say, "Good morning" to a cowpoke named Dangerous but Decent Dan.

Examples: A little boy who thinks Da. is the greatest man on earth.

A tough cowboy who doesn't think Dan is very dangerous.

A man who borrowed two dollars from Dan a year ago and hasn't paid him back yet.

A beautiful young lady who thinks his name should be Dangerous, Decent, and Handsome Dan.

A newcomer who has met Dan only once.



3. SPEAKING

- 3.8 To acquire the ability to present facts, ideas, and concepts in an organized manner.
 - Debates This activity will tax the resourcefulness of students. Debating is valuable if the concomitant skills of research and outling are well established. Sufficient time and help should be given students for the preparation of speeches.

• Assigned Speaking

Examples: Explanation: How to do something.

How to make scrambled eggs.

How to make money.

How to make an impression.

How to write a news story.

Argument: Why I hold this opinion.

Girls are awful.

Boys are terrible.

A woman should never be President of the United States.

Everyone should know how to type.

No one should have to attend school unless he wants to.

Humor: How these words came to be spoken.

'George, you are the cat's meow!"

I got that story straight from the horse's mouth.

'Cross my heart and hope to die."

Use manimate objects. Children assume the role of an object and make a short talk telling what they would say if they came alive.

Give an accurate reporting of an incident trying to give a clear picture of what nappened; or, an emotional appeal for support of some school project. Make comparisons.

· Oral Book Reports

Examples Interview a character in the book. Two members of the class may share this review with the serving as the character to be interviewed.





Give a first person account of an event in the book read.

Describe a book through the eyes of its author. Mrs. Beverly Cleary, for instance, might say, "I decided to write about a boy because they usually have more interesting adventures than girls do."

Present an award to the author of a prize-winning book explaining why this book was selected for the award.

- Think of public figures (or some classmates) who have the talent of communicating well. List as many of the components of good communication as you can. Discuss a definition of effective communication.
- Have students discuss things they do each day, week, or month, that consist of a series of planned actions.
- Allow students to present talks from brief outlines on any subject matter of interest to them. Discuss in what ways the outline either helped or hindered their presentation. As a challenge to the audience, let them list the main topics presented by the speaker. Can they also add any ideas that supported the main topics.
- Give the students a copy of a short speech (2 or 3 paragraphs in length). Sequence of ideas should be jumbled as well as the paragraph order. Allow the speech to be rewritten in a more organized manner. Ask for volunteers to read their new copy. Discuss the changes made.
- Make up new games, explain the directions. Allow children to play the game, if possible.



3. SPEAKING

- 3.9 To apply the conventions of general American/English usage, put to use whatever functional variety of language is appropriate to the occasion.
 - To show how usage changes with the situation, divide the class into committees to report on slang used in different situations. Ask them to list the words with their definitions and an illustration of their use.

Example Committees:

Science Fiction

Detective

Western

Sports

Slang the children use themselves.

• Activities to encourage a more effective use of another level of language are as follows:

Examples

One pupil thinks of a sentence using slang. The other pupils try to think of ways to say the same thing. They may be more descriptive, more emphatic, more explicit, or perhaps more respectful.

Give each child a mimeographed copy of a conversation which utilizes many slang expressions. Suggest that each child rewrite the script as a TV report. Have several of the rewritten conversations read. Make comparisons.

Teacher relates an account of a nushap to the class. Have children role play giving their version of the same incident to the following people.

a pal

the principal

their father

a policeman

a newspaper reporter.

Discuss any shift in style as the children speak.

• Present students with the following situations and have them design appropriate messages.



Examples. You have just won first prize in a contest and want to tell your best friend the good news. However, your friend also entered the same contest, and you don't know yet whether he has won any prize, or even honorable mention. What would you say?

Surpose you broke your arm. Everyone asks, "How did it happen?" Tell how you would answer these people, your aunt, your best friend, the doctor, your neighbor.

You want to convince your parents to let you go on a camping trip with a friend's family.

• Give students the following list of messages and let them infer the situations and who might be speaking.

Examples: Thank you very much for the sports shirt.

Wow! What a great gift! Gee, thanks!

Excuse me, can you tell me what time it is?

Okay, Squirt, Out of my way!

Yes sir. Right away.

First of all, I don't want to go. Second of all, I don't

First of all, I don't want to go. Second of all, I don't like those people, and third, you couldn't drag me there with ten wild horses. And, finally, I'm not going - the end - period!

• To see if students can spot inappropriate usage of language, give them the following sentences. Have them give an example of what would be appropriate in each situation.

Examples Your school principal comes into the room and says, "Inkthay, kiddos, inkthay!"

You want to convince your friends to go swimming instead of playing tag. You say, "Wouldn't it be delightful to refresh ourselves in the pool?"

• Students would enjoy constructing dialogues to fit unusual situations, such as those listed below. Ask them what the characters involved in each situation toght say to one another.

Examples: A child discover that his or her cat can talk.

A man from Venus suddenly walks into your classroom.

A family wakes up one morning to find that it has been moved to an earlier time in history in a faraway place.

• To show appropriateness in language, have pupils expand the sentences below, so that the conversation would be appropriate to a more formal situation.

Examples Joe Morning.

Ted: Morning, Joe. Joe: How's with you?

Ted: Fine, You?

Joe: Great! Ted: Oh?

Joe: Just bought a new car.

Ted: Yeah?
Joe: Red one.
Ted: Wow!
Joe: Neat, huh?



3. SPEAKING

- 3.10 To recognize the dynamic quality of language, to sense the fact that word meanings change and evolve and are determined by the needs of people.
 - The children may want to explore the origins of their own names. Many dictionaries have name histories, and the public library will be able to provide you with more complete references.
 - Make a list with the children of American Indian words commonly used: such as, teepee, wiswam chipmunk, skunk, hickory, moccasin, moose. Lead children to understand that the things these words name were new to the people who first came to America, and so they had no names for them.
 - Discuss interesting word facts. Many words with unpleasant meanings begin with 'sn', such as, snake, sneer, snicker, snaggletooth, snivel, snoop. One theory is that you must curl your upper lip to make the sound sn'. You have a sneering or snarling expression when you say them.
 - •To show that language is appropriate to the culture: The *eacher tells the class to pretend they are Eskimos, then show them a banana.

 Discuss whether they would know what the banana was, if they could name it, and why not. (No experience with tropical fruit).

Ask the class if a South Pacific island child would be able to name snow. Discuss why not. In contrast tell the class that there are 10 names for different kinds of snow that the Eskimo knows and many words that the island child would have that the Eskimo would not. Let the students think of other words that would fit this example.

The class might want to think of other kinds of examples of words and the culture of a certain area.

- •To show that time as well as place influences words. Put a list of words on the board. Then give the class a certain place at a certain time and ask which of the words hight have been known.
- Example You are a child that lives in Concord, Mass., during the American Revolution. Which of these words would you know? Elevator, Rifle, Colt 45, Cactus, Rocket, Powder Horn.



- 162 . who may certain words would be known. Let the children the man places, times, and words.
- With Prentions Introduce stidents to Lewis Carroll's poem,

 Jan respect, which is a mposed of invented language. Students

 and Prentions Introduce stidents to Lewis Carroll's poem,

 in the respect to the state of the state o

A chair with a broken leg.

A letter that has been opened by mistake.

A book that no one enjoys reading.

A trip to the beach.

• Property Praces Students can conduct a search for words in common deale which are based on place names or the names of people.

Late Bulk to the second	Pcople	Places
	Lahrenheit	hamburger
	Pastuerize	Ital-cs
	Pompad ur	Shanghai
	Victorian	Waterloo

• Wir. Cart was Encharage the investigation of word origins which confine shared through the drawing of illustrative posters, dead the the right of especially interesting words. Here are a number that has which have intriguing histories.

alphabet chivalry milliner chicate pedigree pargantuan quixotic permit journey aranium

* 's Life & re- have been borrowed from other languages. Con-. Control of words porrowed from Spanish, French, Italian, . Control of the sample of the sa

lice a words might raciade;

a ar ballet entree

acre souverir en route

acre souverir parole



• Words develop and change in meaning. Have students investigate the meaning of words as they develop historically. Try some of these.

Examples: bureau rankle heckle stink garret tawdry magazine patter

• Words are often invented or coined to meet needs. Students can investigate the origin of words which have been coined such as: Blurb, Gerrymander, Alphabet, Maverick, OK, MackIntosh. Are there objects or ideas for which we need new names in our society.



- 4. LADE...
 - 4.1 1 copy is include picture books.
 - Graff; The Cat Who Went to Heaven; The Little House, May I Bring a Friend; Make Way for Ducklings. (see Caldecott winners for more.) Have the students evaluate them according to the following criteria:

 a) Do the pictures add to the story, functioning as vitally as words?

 b) Is the story itself of good quality? c) Are the illustrations of good quality
 - After examining some good picture books and discussing excellent and poor aspects, have the class or a group plan a picture book of their own. Keep the plot short and simple. Keep written material concise. The group organizes the written material and plans illustrations to enhance the story, to add mood, and details. Put the book together, then have the class evaluate it using the criteria above.
 - Select several picture books. Cover the printed material. Have the students try to 'read the pictures to discover the main characters and the piot. They may write their stories to accompany the pictures and exchange them with others to read.



4. READING

- 4.2 To understand that a printed word represents not only spoken sounds but also lexical meaning.
 - Pair the students. Each selects and reads a story from supplementary or library books. Each makes up a short worksheet for his partner. At the next reading session the partners exchange books, read the stories, and do the worksheets. The worksheets are checked and evaluated by the partners, working together and discussing answers. The worksheets could possibly contain one or two questions dealing with the main idea of the story and several dealing with details and/or vocabulary words. They could be filed and used again by other pupils. The experience of writing good questions to go along with a story enhances the student's understanding of reading for meaning.
 - To understand that written material contains a central theme or a main idea, the students may:

Make up titles for paragraphs and original stories.

Make a bulletin board display showing the central ideas of a story. Match a main idea with a paragraph.

Write paragraphs on 5 x 8 cards with main ideas missing; then put the missing sentences on separate cards, and play a matching game.

Read paragraphs lacking the main idea, and supply possible topic sentences.

Bring colored pictures from calendars, magazines, or advertisements; write captions for the pictures which express the main idea. (baby pictures can be humorous.)

- •Refer to the Skills in Outlining unit for more exercises in discovering the main idea. This may be obtained from the consultant.
- To create a feeling for and a liking of words, the students may plan a bulletin board of 'Words with Imagination'.

Example: ballOO

đuet

snitu



4. FEADE.

- 4.) To be aware of similarities and differences in reading and sheaking (Reading is talk written down but the author follows certain restrictive conventions and lacks the meaning-aids of pitch, stress, gesture, and facial expression available to speakers.)
 - Self-corrective dramatization is one means of giving the students experience in transferring written material to spoken material. The students select a story they want to read and dramatize, and they are grouped accordingly. Each group selects a leader to help get the members organized and to call on them to read until the story is completed. Discuss the elements of story that are enhanced through oral reading. Then, the groups quickly decide upon characters, plot sequence, and dialogue. The dramatization is then performed for the other groups. The purpose of this experience is not to produce polished plays, with rehearsals and costumes, but a spur of the moment or spontaneous dramatization, based on the students menories of the stories read.
 - The students select a paragraph from a story which is especially full of niords, emetion, or excitement, and read it silently and practice different inflections, and stress upon certain words. Each child reads his paragraph first without any expression, punctuation, or stress. He ther reads it with expression. He may read it a third time with different expression and stress. The manner could be varied, ranging from which, exaggerated emotions and expression to slightly understated. This same procedure could be followed with one sentence, one of the reconstructions are embinations of pitch, stress, emotion, and expression and expression to experiment with different techniques and embinations of pitch, stress, emotion, and expression and expression to expression.



311

4. READING

- 4.4 To recognize the nature of meanings of what is read, to make of reading a question-asking, problem-solving process.
 - To recognize the nature of meanings of what is read, the students may be asked to read library books to find examples of comparisons.

 Give examples such as, "The water on the lake was as shiny as glass."

 Discuss how comparisons give more meaning to written material.

į

• To make reading a problem solving process give the students a "test" on following directions. Make a list of directions (10-15 items). The first should read 'Read everything before doing anything, but work as rapidly as you can." The last direction should read, "Do only what sentence one tells you to do. Write your name on the paper. Ignore all other directions. Do not give this test away by any comment or explanation. Wait quietly until time is called." Call time in 3 minutes. Some possible items for the directions following sentence one could be:

Examples:

- 2. Write your full name three times.
- 3. Circle all vowels in your name.
- 4. Write today's date.
- 5. Copy sentence one exactly.
- Have each student think of a simple process or some action involving a series of steps. Each writes his directions or steps as clearly as possible, taking care to include every detail. Each chooses a partner and they exchange directions. The directions are read carefully and then put out of sight. The students carry out the directions. An example might be, "Walk six steps toward the blackboard, sign your name in the board, take seven steps backward, get a math book out of the nearest desk, open it to page 14 and close the book. The length of the directions will depend up not he ability of the group. The directions must be followed exactly and in order. The writer of each set of directions checks for accuracy.
- Have the students select a descriptive paragraph from a reader or librar; book. Substitute the descriptive words with other words which give a tetally different meaning or feeling to the passage. Read the two paragraphs to the class. (4.5)
- To further illustrate reading as a problem solving process have the students read a mystery story or adventure tale. As they read the story, they can jot down clues or make maps and diagrams to better visualize the story.



- To develop an understanding of sequential order in its relation to reading for meaning, an activity such as the following might be used. The students are provided with sets of response cards on which numbers are written. The teacher turns on an overhead projector which projects a list of sentences out of order. The number of sentences varies with the level of the student. The students quickly read the sentences and arrange their response cards to show the proper sequence of the sentences. The first one finished with the correct sequence wins a point.
- Using the F ar W's (where, when, what, who) the teacher has a set of phrase cards with phrases such as:

Examples in the yard through the window early this morning slid rapidly stung by a bee

The students have a set of response cards, one for each of the four W s. The teacher holds up a phrase card and the students hold up the appropriate response card.

*Children can be introduced to the three levels of reading and the types i questions which relate to each level.

Leanunces The Specific Le el includes facts, details, particulars, and things that relate only to a specific circumstance.

Questions covering this level would include: 'Who cascovered America'

The Generalization bever includes concepts that have an extended usefulness, a general truth, or value. Questions at this level would include. What is the relationship between technology, curiosity, and wealth in space eyo, rations?

Choices, his order, it superformatter touches the student's choices, his order, it his actions.

Questions of each trial level machine and what would be one of the control of the order.



4. READIN ?

- 4.5 To read orally with evidence that one identifies with and understands the material, character motivations, emotional content, etc.
 - Set uside a short period of time each day for a student to read aloud to the class from a favorite book.
 - Read poetry aloud every day. Have a "poem for the day". The students can find poems, read them to the class, and tell why they like that particular poem.
 - Make homework more fun. Suggest and your students might enjoy reading a book to a younger child at lone and reporting his reactions to the class.
 - Have the students find passages which enpress and show different characterizations. Have them read aloud, establishing mood by facial expression, tone and gestures.



T. EADING

- 4.7 Texpa . A sirecognition-occabulary in quality and quality.
 - •T explore with formation in building vocabulary, have the students discover bleng words. Pick out two words from list B which were combined to make a word from list A.

Examples	List A	List B	
	>i <u>.</u>	wnirl	nurry
	motel	1wist	ive
	fiush	:1a5.1	motor
	Turry	a itei	flutter
	twarl	smoke	zush
	STAKE - 102	51.79 ₂	

• To discover in reprecise in colorium words the students may make an sentences and underline a wird which can be changed. Exchange sentences.

Example: The teacher to wint John's hardwriting was bad. a Change was to sprawling or very hard to read. Exper a single wire or a phrase may be substituted.

• The leaderer suggests a organ type sign as H mes Around the World. It is supposed many readers the ther graded textor as on five or sign as each of the first winds which name a sign of the first of

Fig. 1995 Sign the policy of the wires.

Copyright of the policy of the wires.

Wire and the policy of the policy of the policy of the policy.

The policy of the policy o



• Heteronym Hunt: Find heteronyms and try to use them in sentences which make the meaning clear.

Examples: Please separate the completed pages.

Each child had a separate room.

• Word Alchemy: Can you change this "pebble" into a diamond?

Example: Pebbles are rocks;

To rock is to sway; To sway is to quake;

A quake can break glass;

Glass is like ice;

Ice sparkles like diamonds.

Presto! We've changed a pebble into a diamond!

The child may be able to think of others.

• Confusing Words: Display a list of confusing words. Students can look for additions to the list.

Examples: accent, ascent, assent

dessert, desert loose, lose, loss accept, except

they're, there, their

your, you're whose, who s

- •Word for the Day. Choose an intriguing word each day. Post it on the bulletin board. See how many times you and the students can use it. Encourage students to think of a good "word for the day".
- Stump the Class: Each student finds a word to stump the class and calls on someone to tell the meaning. The one who gives the meaning can try his word with the class.
- •Context Crues: Present an unfamiliar word. Let everyone write a definition. Then write a sentence on the board using the word. Everyone checks their definition after seeing the word in context. Then the word is looked up in the dictionary.



- A re C hections. Provide boxes for children to collect words and masses from magazines and newspapers with various styles of large to have which can be used to compose signs, posters, announcements, and si ries. The words may be sorted into boxes according to topics, parts of speech, basic vocabulary and other words, or any other system of classification depending on the maturity of the pupils. Both the selection of the words, putting them into the proper place, and the use of the words are independent activities which require children to reasize their thinking about words.
- *Jirzi, List, and Daffyritions: Have students make up a list and make additions to the list throughout the year. (2.4)

Examples: Spinal final (The big exam for medical students) Stout scout (An overgrown cub.)



4. READING

- 4.7 To realize that language SUGGESTS more than it says.
 - Start a class collection of poems, stories, phrases which are good examples of language used to suggest or imply a concept.

Example: stumbling up the steps (phrase)

Charlotte's Web (book)

Stopping By Woods on a Snowy Evening (poem)

• When working with students in making and evaluating inferences, whenever possible, draw the material from their reading or from their own lives. A good beginning exercise would be to help students realize how increased knowledge or more facts can help them make better guesses.

Example:

Select a short story and read aloud a small part from the middle. Ask the class to guess what happened in the story before and after the part you read. Then read the beginning and continue through the middle part just read. See what the new information adds to the predictions made as to the outcomes. Then read the rest of the story. (4.15)

• To analyze the way in which generalizations have been used to draw inferences about particular cases, give some examples and have the students make up examples. Discuss 1) what is inferred and 2) if the inferences are likely to be reliable. (4.15)

Examples: Dan must feel miserable today. Everybody has aches and pains after his first ski lesson.

That driver is going to get into trouble. Nobody can run stop signs all the time without ever having an accident or getting a ticket.

• To see if students can recognize an unstated inference, see if they can explain what inference the following statements contain-

Example: Next year, I'd like my teacher to be a man instead of a woman. Nancy's teacher is a man, and he never assigns any homework.



That handsom name star, Jack LeGroove, grives a red car. When I buy my first car, it will be red.

(4.15)

- The students will have fun being alert to such statements in their everyday conversations and in reading. Encourage them to make a note of these examples and present them to the class.
- T, realize that language suggests more than it says, examine some of the student's favorite poems. Have them read aloud. Discuss the poet's means of communication. (4.5)
- Show the suggestive nature of language by giving illustrations such as the one below. How have the words added in (b) and (c) changed the meaning expressed in (a). Have the students read to find their own examples.
 - Example: a) The Governor signed a new tax law today. Taxes on corporation will thereby be increased, and taxes on individual incomes will be lowered.
 - on corporations, already drastically high, will be increased even more. Individual income taxes, however, will be lowered.
 - The Governor signed a new tax law today. Corporations which up to now have cleverly evaded paying their share of taxes, will anally be taxed as they should be. Individual incomes will be lowered so that the rimary man will have more money to spend.

 (4.15)
- Feview the meaning of interence. Point cut that the abouty to inference the been called reading between the lines, and that it is a type of cathgat reading and thinking. A simple factual report can be given about a people in the social unit. Lead pupils to see how they call draw inferences about characteristics of people. A list count be united of the character tracts inferred.



4. READING

- 4.8 To read (silently) with ease, fluency, and appropriate speed for related subject areas.
 - •Help children to adjust speed to purpose by helping them to realize that some assignments require skimming while some, careful reading for details.
 - •Teach skimming by using supplementary reading material printed in columns rather than across pages. Children are told to run their eyes down, selecting key words in each line of print, and to try to reconstruct the story through use of these key words.
 - •Have them underline the key words, then read only the words underlined. If children can read this way with 70% comprehension or more, they are doing well.
 - Collect headlines and guidelines from newspapers and use them to anticipate the story. Check to see how this helps speed comprehension. Scan sports page to find batting averages, etc.
 - Help children develop skills in rereading for the purpose of finding specific facts, selecting general ideas, and drawing conclusions.

Examples: Have them reread to find clues as to what should be included in a mural or in scenery.

In a social studies chapter or section, reread and list all facts.

• To read effectively a student must determine the type of thinking he will be doing. Develop the concepts of reading

critically
evaluatively
imaginatively
appreciatively
analytically

The students can make lists of Things We Read Carefully and "Things We Read Quickly".



* The second of the second of

That is not the children has to read together, the feedbash, and decide whether it

The locality practs a child has a short evolution of the state of a state of a state of a state of a state of the ning the evel span helps has the locality of the state of th

The discretizens and most the nombre the source of the source of the contract with a series of the result of the contract as the contract of t

the course of the strape of carmbard will also the second to the allow the things in one sweep. The course have the number of expects.

The same of labor. But a series of the series of the series of the alternation, around the laborate field to divide the desired to the active desired to t

The second of the second term of the second

to the second of



nave students skim a paragraph and count the capital letters. This will aid readers in quick location of information. Indexes, telephone directories, and the table of contents in books can be used to encourage skiniming.

Time tests can be effective when used in situations that are fun. Give a selection to read on their independent reading level. Stop at the end of three minutes. The students can estimate the number of words they have read and find the number they are reading per minute. Then, try reading the same material again to see how much faster familiar material can be read. The results can be graphed so that each child can see his progress over a period of time. Check comprehension.

The Reader's Digest Skill Builders state the total number of words at the end of each story.



: 2.1

the second of th

- In the reaching y but there. He are ups transitive a liktales, a serting a feet day la characters, situations, etc., but contact the characterization of restent with the traditional tale.
- * Laterary result has Examine and rear stories from the McGoffy's Frager's series. Analyse the content as to confident nature and term is any order chair express. S. Compare with rectales.
- In serve the discuss the means that provers, sust some example, such as the cometrope relation. Have sevents make to their we sawred the express norms. Then in as a function these or verse.
- What Story is It is I more to be structed, in an allow it is an indicated and it is an indicated structure of the structure of the structure of the time of the structure of the structure of the structure of the structure of the structure of the structure of the structure of the structure of the structure.

After compact two tends of the structures, one of more act out of the third transfer of the structure of the team that contact of the particle of the structure

• The second of the second of

4. READING

- 4.10 The develop (i.e., appropriately change) one's beliefs, attitudes and concepts on the basis of rich and varied reading experiences.
 - Paperback books represent a dynamic force for getting books off the shelves and into the hands of children. The following list toooks can be purchased in paperbacks and will provide a rich and viried background in reading.

Middle Grades (8 to 10 years of age)

TIT LE	AUTHOR	PUBLISHER
The Pear.	Steinbeck	Bantam
The Light in the Forest	Richter	Bantam
Shane	Schaefer	Bantam
Once on a Tame	Milne	Camelot
So Dear to My Heart	North.	Camelot
The Secret of Pooduck Island	Noyes	Catholic Authors
Caridie Woodlawn	Brink	A vrn
The Captair's Daughter	Coatsworth	Acorn
Stuart Little	White	Yearling
Moonshot, 1970	Lomask	Grow .shead
Tiger Tail Village	Millen	Friendship
Asia	Glendinning	Ginn
The D rr wers	Norton	Voyager
Gnome bace	Sinclair	Temp
Suler, Whaters and Steamers	Hurd	Sunset
The Norsette Books	Lear	Signet

Upper Gauss (19 to 12 years of age)

Dark of	Shelton	Ace
Paria-tre V yane	Asim	Eantan
ascı.	North	Came' it
The liver is the Missing i		
America	Quarle,	Contino
Car Sin Charity	Jackson	Yearli a
All-Ot-A-Rive Family	Tāylor	Tearing
Madanie Ambadsador	Cutarie	Varr
Ceptairs Carage us	Kipling	St. 2004
Stricture for The	unright	216 mm
Dictor in Doorey, My St 5,	Javoley	51; +t
the Ped Ladge of Courage	Crane	Popular Library
a crame to Crizzy	Seat .	in Ilrar;
Certic cer	7.4507	- 1 1
Story Clear	a: ".	2 · · ·
Hold Fast to Your Dreams 5.).	Slanto	Arensay



- 1 ere write emigre to cary their reading, a boor sale can be taken not to have the Each stakent prepares a speel about a formal read which will sein some me or reading this particular to the student may wear a costume depicting a character in a religion, design a pister, etc., to enhance his sales technique.
- Part II in Sames 1 Mystery, Sounds of a Young Punter, and Sounds of a Distant Drum by Bill Martin (Holt, Rinehart & Winstor) helps the child yeave reading into his daily life. On the child's level, it is explained that a book becomes important only when it changes one suction about miniseriand thers. The child also discovers a carrety of ways for using what is read.

4. KEADING

- 4.11 Thread nabitually and to cherish reading to see its value as a leisure time activity.
 - [he : howing guide to good reading provides a humorous recipe for reading success which may be used to inspire students.

(4.8)

Fead Read Read anything Read anything Read some more Read about everything Read enjoyable things Fead things you yourself enjoy I ead, and talk about it Read very carefully some things Pead or the run, most things Don't think about reading, but Just PEAD!

- A: interesting way of encouraging reading is the exchange of student which books through a Round Robin Book Club arrangement. On a specified day each child brings one book to school, and the exchange begins. The passing of books should be regularly scheduled, perhaps noe a week. (4.10)
- •Trice is an increasing interest in both magazine and newspapers for young be pie. These publications have the advantage of coming throughout the jear, and for that reason tend to encourage the continuation of reading beyond the classroom. They also feature current information about interesting topics and can be used to stimulate both speaking and ar in experiences. Some of the recommended magazines might include. American Girl, Boy's Life, Junior Natural History, National Geographic and National Geographic School Bulletin, Nature and Science, Young American, and Young Miss. (4.10)
- The fraction sets of different for all reading by making clear to the confined the order of reading and the joy which conserves that want able to read a set ways might include the following



next rest to the Chillet every has in the vinent. Let

For mean read thy to now as naturals or children. We can the see the teacher use to a same the identity objects of the out to ut them, they will want to learn how to use the costs, to.

Fig. 5 and the same displays, not access, a queezorard exhibits of a od books in your classificity all of the time.

To place y ordere provided a simple story of kell around the room, where they will be easily available to the children,

• 1 The arabe enhance to relate to me Closely with the engracters, the fillowing questions might be bised.

Describe the character you are normalized.

Describe the character as a friend. Why what you are now this character as a friend. Why consider the character as a friend. Why character, I shall a statement of I were dame of the character, I shall a write a fotter to the character, Communiting a character with a fotter to the character, Communiting and the propency of him or her, or assumptions of shell a second you have acted differently in the cost in you were the same character.

Compared to contrast this character and yourself.

The modern of contrast this indirector with a famous verser.

1 crather the modern cables, what wers there the contractor, its life and corsider of the contractor, its life and corsider.



4. READING

- 4.12 To transfer skins developed in one field of reading to related fields.
 - * To verify information, have children look up populations of countries to see eral ploks. Note differences and determine which source is in stireliable.
 - Children should have the opportunity to select and judge relevant materials. Letters could be written to several companies requesting arious types of materials. The children could judge the material received. They might also learn how to use the County Audio Visual catalog and select, order, and use films and filmstrips.
 - The teacher can make up a list of ten arithmetic questions each of which tacks necessary information or contains extraneous words.

 The student is to indicate what is missing or superfluous.
 - •The definitions in a crossnumber puzzle may be rewritten using Roman numerals.

Example

- a. CXXV
- c. DIV
- e. MMMDXX
- * C nections of statements which use nuge number-words can be made from newspapers and magazines.
- Evalue a United States (or world) map which can be monited on a billetin bland. As students read books, have each pin a mail pennant in the man bearing the title of the book with the location revealing the setting of the story. Figures of the main characters can also be used to mark the setting, with Tom Sawyer marching beside the Mississippi and Paul Bunyan in the North Woods.
- *Evanuate the times of children in the class. Are there Irish names, French, Italian? Were any children born ebroac? If w many are native to the state? Questions like these can lead to an interesting stray of the origins of the settlers of the United States. Biographies of Americans who came from other lands will add much to the understanding of these becobe. For example, William Power of Hidegard Dos to (Hot, 1902). Many five tistory more accorded to se pioneers and their many in the new countries.



residence of the second of the

Years, by Hertha Pauli (McKay, 1005. Includes contributions of the manufact.

America Is 102 (1.17), And as Cr as Ly (1.00), America Mises Pirward (170), by Gerald Johnson (Mirrow). As excellent series 1.7 miles 5 = 8.

• United and I the aves of person in inflered contries or regions of the United States can be lained through the reading of fection. Here Servey's The Good Mister is an excellent example of an exciting story which also describes, in this case, the Hullarian levends and holinar collegality shas well as the every may life of the people. Other titles could be:

Examples Bilmer P. the Sky, P. Junes J. (Iman (Switzerland)

Call It Courage, by Armstrold Sperry (Polynesia)

Crow P. J. by Tar Wishima Japan.

Ine Family Conspiracy, by Joan Philoson Australia)

Lotte's Locket, by Virginia Strensen (Demark)

Spire I the Spire Picet, by Henry Chapin (Greece)

The Wheel of the School, by Morgary DeJoil (Holland)

Thur. Functive Lober Yangtze, by Elizabeth Lewis (China)

- Included the restaurance of the title of Philos Egan's more edition at the restaurance of the distribution of the second of th
- As a fine to the meaning of the control of the contro

The state of the

• Encourage students to read prographies of ment of science. Information gained can be shared by the preparation of a display which depicts the contributions of the individual.

Examples: Bigland, Eileen, Madame Curie (Criterion)
Freeman, Mae B., The Story of Albert Einstein (Random)
Jewett, Frances L., and Claire L. McCausland, Wilderness Treasure (Houghton Mifflin)
Kamm, Josephine, Malaria Ross (Criterion)
Manton, Jo, The Story of Albert Schweitzer (Abelard)
Sullivan, Navin, Pioneer Astronomers (Atheneum)
Tannenbaum, Beulah, and Myra Stillman, Isaac Newton,
Pioneer of Space Mathematics (Whittlesey)
Thomas, Henry, Charles Steinmetz (Putnam)
Weir, Ruth C., Thomas Alva Edison, Inventor (Abingdon)
White, Anne Terry, George Washington Carver, The
Story of a Great American (Random)



$(r,\lambda,\rho_{1},\lambda,\rho_{2},\gamma)$

there is a second of the analysis of a page in echie affected activities for the about the about the contract of the contract

•	Lear - contract		d=	* encourage 2 self-direction and			
	rt av (512.	lry.	1	alsome spec	a record	of the reame,	2 shich
	1.15 // .), 125 +	٤.,	 , etch. 	Ore tyle	f contract 15	illustrated
	De1 + A					ž.,	

.11 . 1.401.7	G CONTRACT	()
Inc Solve 1 Wilton Prove .	A (
I will use in a materia so		
·		
·		
I Valostas, como 😑 💎 🧓		
· · · · · · · · · · · · · · · · · · ·		
Section And Constitution	·	
or in the first of Arms		
		ATRAC.



• Recreational reading records might include a tree with a branch drawn for each child. Place leaves on the branches for each book read during the month. Use colored scraps of construction paper for the leaves, according to the color code selected. Book classifications used might be cooperatively determined. (4.10)(4.11)



- the following the teacher, certain feet, quescherifical listening, to distribute notweet report and propagation, between less slanted and note started news.
 - A unit has been prepared on propaganda for sixth grade students. It has been designed as an individual learning backet. This can be obtained from one of the elementary consultants.
 - Children neer to be aware that some headones are slanted in such a manner that they encourage a certain attitude. The following headlines could be discussed:

Exercises Governor Frees Convict Governor Releas s Innocent Man

> Jones Backs Dow. Jones Offers Compromise

Army Retreats from Enemy Army Takes Cover from Enemy

• Children might enjoy making up headlines to describe nursery rhymes. The following could be included.

rikamples Incre Was A Crowed Ain (Inrec Crooks in House)

Old First Cole (King Swings)

Horalty Duminy (Elephian racks I)

The Queen of Hearts (Enave Nass Queens Tarts)

with a last time - Short way They' yet Neglects I in

Lare latte cire - differ- I se Mite se



4. READING

- 4.15 To be able to identify a statement of fact, a statement of opinion, and the elements of a mixture.
 - Privately tell two children to go to opposite sides of the room, walk toward one another, and brush shoulders when they pass. The other children should observe the incident and record just what happened. After the reports are written, the various comments could be discussed. For example the reports might include such statements as: John and Paul brushed shoulders as they walked by each other; John smashed into Paul; Paul and John were not looking and ran into each other. Some students will record the how and why as well as the what. This could be related to newspaper reporting and to the difference between fact and opinion. (4.7)
 - To introduce the five W's of a news story (who, what, when, where, and why), have the students analyze a baseball story or an item from the front page. Discuss in class the terms fact and opinion. What does each term mean? How does one tell the difference between a fact and an opinion? Lead students to see that facts are statements that can be proven by direct observation or by reference to a reliable authority. Opinions are beliefs or judgments about the importance or worth of something; they can be supported by reasons, but they cannot be proven. (4.7)
 - The best ways to evaluate students' skill in making inferences are to give them information which easily invites inference-making or to give them problems which require inference-making for their solutions. To see if students understand what is meant by evidence and inference, show them several different pictures from magazines and books. About each picture have them tell what is known, or absolutely certain, and what guesses they can make, based on what is known from previous experience with the items pictured, as well as from the picture itself.

 (4.7)
 - To see if students can tell whether someone is qualified to make authoritative statements on a subject, read each of the following statements and ask whether students would consider the person quoted a reliable authority on the particular subject he is talking about. Ask them to explain their answers.

Examples: Our dentist, Dr. Pullemout, says labor unions are run by crooks (unreliable)





1 :

where the tree care for institute, says Dr. Foots, powercian and personal counselor to juntiess of sleepy people for ever thirty years. (reliable)

Tobey Two 'en, a former son, and lance man, stated vesterday, that all our country's enemies — ould be given more economic aid. (unreliable)

The judge ruled that Mr. Snitchit had violated the law. (reliable)

• To see if students can differentiate between statements of fact and statements of opinion, ask which of the following statements are fact and which are opinion, and how they would check on each one to find out if it were a fact or not.

Examples: Frequent bus service would solve the city's transportation problems. (Opinion - until the city in question actually tries the solution.)

Venus is about 67,200,000 miles from the sun. (Fact, can be verified by examining solar system charts based on findings of astronomers.)

Dinosaurs were ugly beasts. (Opinion - can never be verified and ugliness is always a matter of personal viewpoint)

Baseball players make excellent politicians. (Opinion - excellence is a matter of personal viewpoint.)

In some cultures, chocolate covered ants are considered a great delicacy. (Fact - can be checked in various reference books.)



4. READING

- 4.16 To gain skills in critically comparing editorials.
 - To see if students can differentiate between fact and opinion in editorials have them point out the facts given in the article below and tell how the editor identifies opinions as such.

Example: We say it's certainly time this city did something about the dragon on Hornblow Street. We can think of no reason why a monstrous, fire-breathing creature should be allowed to threaten the lives and property of our citizens. Ever since "Homer the Harmless" as his friends call him, appeared on Hornblow, in Mrs. Golumph's back yard, there has been nothing but fire after fire in our city. We say it's Homer's breathing that causes the fires, and we say GET RID OF HOMER!

• To help students recognize an editorial, have them compare an article from the front page with one from the editorial section in a local newspaper. Explain to the students that "we" is used instead of "I" because the editorial writer is speaking for the entire newspaper staff. At this point, you might explore denotation and connotation with your students. Give them the following sets of words and have them discuss the shades of meaning.

Examp'es. cheap, inexpensive, pargain-priced odor, fragrance, smell lady, woman, miss child, kid, juvenile, youngster friend, comrade, buddy, partner

• Another part of the newspaper which should be discussed is the letters to the editor. After looking at some of the letters, ask them to imagine other viewpoints or opinions which might be expressed on the same subject. Discuss who might support each of the opinions.



4. PEADING

- 4.17 To gain skills in critically comparing reports of a news item in at least two different newspapers, examining emphases created by (1) amounts or space allotted, (2) positions within the newspaper i.e., front page, middle, back page, etc., (3) omissions.
 - To arouse further interest in studying the newspaper, the following equestions might be used. Why does news have to be unusual? What do readers look for in a newspaper? What kinds of news appear in newspapers? What does the word 'news' mean? The etymology will tell them that news originally comes from the word new.
 - Have students read the headlines for several news stories. Discuss with them whether or not the headlines meet the following criteria: A headline should indicate the main idea of the article and introduce news in a way that makes the reader want to know more. To give students more practice with headlines, collect some news stories, cut off the headlines, and have the students write headlines for those stories. Remind them that they must find the main idea of each story before writing the headline. Then, have them compare their headlines with those provided by the newspaper.
 - If the following can be arranged, have the class select a current newspaper article that is particularly interesting to the group as a whole, and that has a byline or the name of a writer mentioned. Let the students write to the journalist, in care of the newspaper requesting that the reporter visit the class to explain how he collected information for his article. If he cannot visit the classroom, he may have time to write a detailed answer to the inquiry. Local papers and local reporters would have to be considered, rather than wire-service or syndicated feature writers.
 - For sixth grade classes in the St. Louis area, Mr. Anzo Manoni from the St. Louis Post Dispatch is available for unit presentation on using the newspaper.



4. READING

- 4.18 To examine assumptions and implications of advertisements; to examine whether the sign or symbol associated with a product really says anything about the product itself.
 - Have children bring several types of advertisements to class. Contrast the content (what is said) and the technique (how it is said).

 The following techniques could then be discussed:

Examples: A testimonial is an advertisement in which someone claims to have used a product. Possibly a housewife or a famous person testifies to its worth.

The appeal to get on the <u>bandwagon</u> is directed toward the human desire to be like others and to the fear of being left out.

The scientific approach refers to the use of the product in a scientific manner or by a person working in science, i.e., "Clean" is used in five out of seven operating rooms in hospitals across the country.

Appealing context is used to make a person see a product in a new way, i.e., A tropical island scene is used for selling a soft drink.

Many advertisements are based on the assumption that people are vain and that they want to be more successful, popular, or beautiful.

- To check the student's understanding of the advertising techniques, give them some examples of each technique and have them identify the technique used. Then give them time to discuss the effect of the method used in each advertisement.
- •For further evaluation, collect advertisements written by students, duplicate them for distribution to the class, and challenge them to identify the technique used in each advertisement.



WRITING

- 5.1 To produce written signs and symbols with a sense of exploration and discovery.
 - A symbol is something that stands for something else. Secret messages or codes are fun to work with:

Examples: Xf xjmm hpup Nztufsz Dbwf cz gystimwft ofyu

Tbuvsebz . . Ep opu ufmm bozcpez. Nbsl.

The above code has z for a, a for b, c for d, etc.

- · Speak 'Pig Latin' until all children have discovered the code.
- Discuss symbols that stand for something that's synonymous with governments, political businesses, occupations, people, etc. The white dove of peace, eagle for the U.S., bear for Russia, etc.
- Divide the class into small groups and appoint a head of each committee to come up with imaginative symbols for character traits.
- The Post Dispatch classroom newspaper program contains a fine booklet on editorial cartoons from 1913-1965. It would be valuable to go over these cartoons with the class explaining the symbols and caricatures used in each cartoon.
- During election time or tax levy time, children could draw editorial cartoons about some area or idea which would concern them. School or room rules would be equally appropriate.
- Inventing Names: The teacher could take any object in the room and ask the children to name it appropriately. Doothis to let children discover that all words are invented by people. Encourage the children to think up many names for a dog, telephone, TV set, hamburger, sandwich, etc.
- Let the children discuss the question: What makes a good name?



- Have the children write words that express feelings such as love, hate, or fear. Helen Keller had the most difficulty in understanding these words. Discuss how she had to use her senses of smell, taste, and touch to learn what things are called and how the names are written in braille.
- To demonstrate the fact that some words have more than one meaning, work with purs or with purs based on riddles.

Example: If the top half of you ran a race against the bottom

half of you, the top half would win. Do you know why?

Because it's a head!

Have the children try to make up pun riddles of their own.

• Discuss familiar trademarks. After doing this you could have the children make a scrapbook of trademarks.

Examples: Arm & Hammer

Jolly Green Giant

• To explore the idea of things with multiple names and the subject of word origins, ask the class to find out from a dictionary where hamburger, frankfurters, etc. got their names. Ask if they know any other names used for these foods.



WRITING

- 5.2 To take pride in producing neat, legible manuscript and cursive writing.
 - Refer to the district's "Handwriting Guidelines". It is a manuscript and cursive handwriting guide. The procedures in it are useful.

- To accept responsibility for spelling correctly in order to communicate more effectively; to make use of the various aids to spelling, including one's own mnemonics; to consult the dictionary; to spell correctly in whatever subject.
 - Refer to the district's leaflets on spelling games which are available from the consultants.
 - Two principle considerations should particularly govern the selection of the spelling words to be presented to the poor speller. First, the words should be most useful and crucial in children's writing; second, the words should be within the children's vocabulary. For instance, if a pupil is reading above the third reader level, a good source of spelling words are the common sight or service words that are introduced in beginning readers.
 - The number of words for each spelling lesson should be limited in order to ensure a high degree of success in spelling. It is certainly more desirable to have retarded readers learn to spell a few useful words successfully and consistently rather than have them laboriously memorize a large list of words only to have them unable to spell them in writing situations.
 - Careful attention to reading problems is essential if we ultimately expect children's spelling ability to improve. If we have to slight spelling instruction in order to give the necessary attention to reading, this should be done. A penetrating evaluation of a pupil's precise status and needs in reading will frequently reveal corresponding difficulties in spelling, particularly in the area of word recognition.

· Spelling for Low Achievers:

- a. Adjust the number of words to be studied to the learning rate of the individuals. This leads to smaller groups in the low achievers group.
- b. Children are grouped and given instruction according to their weaknesses. This leads to direct teaching to overcome such difficulties as (1) lack of auditory proception of word elements, (2) faulty word pronunciation, (3) over-application of phonics, (4) low relationships of spelling to meaning and imagery allied to the word, (5) slow or careless handwriting, and (6) poor visual perception of the word.



- to meaning, (2) every pupil response, (3) ear-for-sound training, (4) visual memory lessons, (5) flash-card drill, (6) word recognition practice, and (7) applied phonics instruction.
- d. Systematic review practice, which is teacher-led, helps to safeguard retention and meaning.
- e. Team learning techniques can be utilized for drill tasks.

• Spelling for Average or Above Average Achievers:

- a. Teams of three of like ability and progress rate study the words in the lesson or word list,
- b. Pupil A gives written test to B and C. B and C exchange papers and correct, using spelling text to guide them, and then study corrections.
- c. A retests B and C.
- d. B then tests A and C (C being tested for a second time). A and B take turns at double practice in successive lessons. Correction procedure same as in first test except it would be A and B correcting each other's papers.
- e. Each pupil should be required to keep a personal spelling list. Any word misspelled in spelling or in related language activities is written on his list.
- f. High standards of legibility and neatness are stressed.
- g. Each pupil keeps a record of his attainment in spelling on a progress chart. All tests are kept in a folder to aid the teacher in reporting pupil progress, report cards, etc.
- Ask Mr. Webster: Write the word "Sombrero" on the board. Let each child open his dictionary after you have made this oral statement. "If you had a sombrero, would you eat it or wear it? Ask Mr. Webster. Pupils try to find the word, read the definition, and answer the question.
- Alphabet Game: When the teacher says "Begin!" the pupils write an alphabetical list of words, one for each letter of the alphabet. The pupil who gets the list written first, with all words properly spelled, wins the game. Words used may be limited to three syllables, nouns, seven letters, etc.



- To find words quickly in the dictionary, one must know the alphabet thoroughly. Put each letter on a card. Mix up the cards. Let students use a stop watch to see how quickly they can put them together in order. With two sets of cards, two students can race. Or the class can be divided into teams and can have a relay race to see which team wins.
- *Write five words on the chalkboard. When the signal is given, children start to find the words in their dictionaries. When one finds the first word, he writes the dictionary page after number 1 on his paper, then goes to the second word and does the same.
 - Practice opening the dictionary as close as possible to the right place. If you wish to find the meaning of the word "banyan", for example, you would want to open the book near the front. Should you be looking for the word "waddle", you would open the book near the end.
 - After the pronunciation key of a dictionary has been taught, ask each child to make a list of ten words and their pronunciations. You may wish to limit the number of syllables, at first. Choose four students to write the pronunciation of one of their words on the board. They take turns calling on a classmate who has used the pronunciation key to determine how to say the word. If he is correct he takes the person's place at the board.
 - Divide the class into teams. As the teacher writes a word on the brard each child uses previously taught skills to locate it as quickly as possible (opening the dictionary as close to the right place as possible, using guide words, alphabetical order). The first team whose members are all standing, having located the word, receives a point. A variation is to use the word in a sentence and have the students not only locate the word but determine its proper definition as well.
 - Each child opens his dictionary at random or to a specified letter. He selects a new word, reads its definition, selects one meaning, and uses the word in a sentence to show the meaning given in the definition he selected. If done correctly he scores for his team.

 (5.4)



-117

5. WRITING

- 5.4 To improve the quality and precision of one's written vocabulary.
 - Use colorful picture words describing appearance, taste, smell, etc. of certain foods.

Examples: Candy - chewy, chocolaty

Cinnamon Toast - golden brown, spicy smell, sweet taste.

• Make comparisons: When we say "The water on the lake was as shiny as glass", we have used a comparison. A comparison shows that something we have seen is like something else.

Examples: as dark as . . .

as slow as . . ,

as soft as . . .

as squeaky as . . .

as quick as . . .

as wavy as . . .

• Take a small sentence, such as "The bell rang", and make it grow and change. Here are ways to build it up

Examples: Tell how

Tell when

Tell where

Tell what kind

Change the final sentence to a question

- Take time to discuss and describe something together each morning. Describe the sky, a lovely tree, or a newly painted house.
- Keep a spot on a chalkboard (or a poster) where unusual words, their definitions, and a sentence using the word can be added.
- Write the word BRIDE on the chalkboard. A child is asked to change one letter in the word so that a new word with a new definition is created. For instance, he may change the d to n and have the word brine, which means salt water. Another child may change the e to k and make brink, which means on the edge. Each player continues to change only one letter in the last word to form a new word.



Examples BRIDE

BRINE - sait water BRINK - on the edge

BLINK - to wink the eyes

BLIND - oblivious to everything

- A committee of students can prepare a builtin board display featuring onomatopoetic words. Using the caption, ECHOES, this committee can display examples contributed by class members.
- Encourage students to invent new words which imitate sounds. They should provide a definition for each invented word.

Example. Clonk - The sound of a hammer on wood.

What, for example, would you call the sound made when your soda is almost gone?

• Have students experiment with writing descriptive alliterative phrases as in these samples: (5.9)

Examples: slippery, slithery, sleuth proud, princess Prudence gloomy, glowering glance

- Set out on an exploring trip to discover uses of alliteration in poetry. Each student will need a book of poetry unless small groups work on this project at elfferent times. This type of exploratory browsing introduces students to a variety of poetry as they search for examples.

 (5.7, 5.9)
- Have students list words which fit a certain mood or theme. To stimulate thinking you may show a picture; for example, a dark stormy scene, a little child crying, a family picnic. Questions asked by the teacher will assist the flow of thought. (5.9)

Examples: Is this picture happy or sad? '
Would you use dark or light words to describe this scene '
How does this picture make you real '

WEITING

- 7.5 $\Gamma_{\rm c}$ row in the ability to use conventions in both $\epsilon_{\rm communications}$ and informal communications.
 - Suggestions for Developing the Correct Use of Letter Forms:

Use a felt pen to outline the shape of a business or friendly letter.

Use construction paper cut-outs to show form, shape, and parts of a letter.

Reep collections of letters which show various forms. Through the use of the opaque projector and the overhead projector, children can learn to contrast various letter forms and make lists of the differences between friendly letters and business letters.

Dictate a letter to the class and then pass out the correct form of the letter to the students so they can check their letters to see if they have followed the correct form.

- Students can assist the teacher in writing for free materials. They can write for information from real people or organizations Congressmen, state departments, travel bureaus, publishers, and chambers of commerce.
- To provide practice in writing addresses, have each child cut several slips of paper the size of a postal card. Use tagboard if the cards are to be mailed. On one side of the card is a picture, perhaps associated with the social studies or depicting the local area. On the other side is the address and a brief message.
- Telegram techniques provide an interesting experiment in writing brief but complete information. The date, address, and signature are included without charge. No punctuation is used, and every word and figure is counted. Supply fictitious information which is to be conveyed via telegram. Official telegram forms can be obtained from the local office.
- Write friendly greetings to patients in local hospitals. Discuss the types of information which might be shared with an older person. An original poem or story might be much appreciated. Art work might also be shared.



• An effective may to reach the writing of a friendly letter is through the stim has of writing to someone in another city or in a foreign country. Addresses which supply names of children who wish to exchange letters are:

Scho l'Arthlation Service American richius Service Committee 160 North Fitteenth Street Philadelphia 2, Pennsylvania

Childrens Plea for Peace World Affair's Center University of Minnesota Minneapolis, Minnesota

International Friendship Leadue Box 1201 Kansas City 41, Missouri

The Canadia. Education A. Accial no 151 Bloom Street, W. Toronto 5, Ontario, Canada ...

- Students could write another classroom in our district or in other districts. This would provide continuous reinforcement of letter writing skills.
- Have each individual keep a folder of his own grammar errors. Dittoed sheets listing common errors can be clipped inside the folder. Each child uses his corrected papers to diagnose his mistakes and mark the check sheets.
- Collect carroon which has children understand grammar usage or the mechanics of writing.
- A 'Boo-Boo bulletin boar'. It collections of substandard samples of communication has eith newspapers, TV, radio, magazines, and school papers would be useful. Have the class bring in these samples.
- Store are to the improper use of words are good. Many current jokebooks will provide the teacher with such material, as



Art Linkletter's, <u>Kids Say the Darndest Things</u>, and Bennet Cerf's <u>The Life of the Party</u>, etc. The teacher should select carefully those items which children will understand. Children will enjoy collecting these excerpts.

• To help children realize that words can be assembled in many ways and that there are many levels of usage, examples of levels of usage are as follows:

Examples:	Formal	Informal	Slang	
	Do you comprehend my explanation?	Do you under- stand me?	Dig me⊋	
	I find him to be sunnaturally dis- interested and inattentive.	He's not paying attention.	He's way	

Be sure to discuss the place where each of these expressions may be acceptably used.

• Punctuation: It's helpful to exploit every parallel that can be found between speech and writing. Such parallels are those marks used in writing to signal meaning.

Examples: The train is coming.

The train is coming?

The train is coming!

Liza, Jane, Mary, Lou, and John are here.

Liza Jane, Mary Lou, and John are here.

These types of examples help you teach intonation patterns that go along with each punctuation pattern.

- One useful means of emphasizing the necessity for careful use of punctuation marks in writing is the comparison of punctuation marks to road signs and traffic signals. If we imagine the progression of thought as the road, then the punctuation marks are the signs and traffic signals that aid the traveler.
- Good steps to strengthen pupils in mechanical skills of punctuation are begun when the teacher has the pupils correct sentences or paragraphs in which commas, colons, question marks, etc. are missing.



• Have the chance, has a part of write and their own key for the punctuation marks. Vices horse wes a funky rengition of this type of punctuation game in guest appearances in TV. Funny noises or nonsense werds can be substituted for the punctuation symbols and made into a noise code.

Exam ne , but pung ; trud tweet t

Try reading a story a submit your code, making one of the noises every line you have to be a proceedable mark it represents. After students have read the sectiones with the ronsense sounds, you might cant to pure the stricter, substituted sentences on the board. Or after the students remarked the nonsense punctuation, has them read the sentences, substituting bauses, stresses, and changes in pitch for the rolling sense.

- Ask the start of the finite design their nunctuation code. When they are completed, have the students cride stories and the keys to their codes. Using the codes made up by their classmates, have the students rewrite each other's stories using conventional punctuation. If corrections are necessary, have the students make the corrections and circle each one.
- Have the crass make we sentences with planks for the nouns and adjectives, or more and cross, or any other combination. When they have finished, they could trade papers with each other, and fill in the blanks with as many different words as possible.
- Teacher in student could put a scrambled sentence on the board and have the class or another student unsuramble it so it is in correct order.
- Class could make up scrambled sentences and exchange with each other to unscramble them.
- In a base of the control of the select a paragraph for each child to scran the to work the control of exchange pipers and unscramble to the physical of the section of the section of the paragraphs could be dittoed in a scranisle, in a new and unscrambled by class.



• To reintorce the idea of form and position, have the children study this sentence:

'A frappy blook strambled the kinniest fregs kettily,"

Can they identify these nonsense words by their forms? By their positions in the senience? If they have difficulty, you might ask these questions:

What did the blook do? (It strambled) What did the strambling? (The blook). When did it stramble? (In the past)

• Have them substitute words for the nonsense words so the sentence makes sense.

Example: Z woppy beek flicked the mouzer conks nixly.

adjective ed ending comparative ending indifor verbs form of ad- cates adverb
jective

- Diagramobile: A study of sentence structure can be dramatized through the use of a diagramobile, which is made from wires or sticks suspended with thread. The more complex the sente.ce, the more fascinating is the mobile. Added color gives additional interest adjectives in red, adverbs in blue, etc. The structure of the mobile appeals to the visual image and helps children remember the proper placement of parts of speech.
- Outlining (organizing): Bring a box of odds and ends to class or collect them from the room. The items are studied by the class who seek to organize the items into groups.

Examples: School materials - book pencil writing paper

Personal materials: scarf comb

This activity serves as an introduction to outlining. It shows its purpose and emphasizes the thinking involved in outlining.



• Keeping to one idea in a paragraph: Committees are formed and the class is requested to contribute several ideas about a topic, i.e., ice cream. Results may be: "Most boys and girls like ice cream." "Ice cream can be in different flavors." "Ice cream needs refrigeration to stay good."

The teacher then directs each committee to write 3 or 4 more sentences which will stay within the limits of an assigned idea. As each group finishes, the class as a whole discusses the group's work for its effectiveness in staying within the limits of the topic sentence.

• Have children make up sentences in which they use a given word in several different ways, or have children determine the different uses of the same word in sentences.

Example: Different uses of the word RU :

run in a woman's stocking run down the street

run down the stree

runny nose home r**u**n

- Editing Committees: Children put their next to final drafts of stories, poems, and other creative writing in designated places. A committee of children, selected by the teacher, who are skillful in writing mechanics, act as the editors. The editors could sit with the children who wrote the papers and go over the work with them. The signatures of both children at the end of the paper will help the teacher learn those who still need certain grammar skills.
- An Adventure on the Planet Grammar by Kaye M. Howard is a musical play useful in this area.
- Prepositions: Place a box on the table. Put an object in, under, beside, below, above or on the box. List the words which describe where the object is and label them as prepositions.
- Have the children paint prepositions for art. You can get some beautiful abstractions when children paint their ideas of across, under and around.
 - Adjectives and Adverbs: Take small, short sentences lacking in descriptive words and have children build them into longer, more exciting sentences.



- Quotation Marks: Have the children write stories in dialogue. One way to start is to write imaginary telephone calls or question and answer sessions.
- •Set up a press conference or interview in the room using role playing. Let children take turns acting as the person interviewed and reporters. Holding unrehearsed conferences the reporters take careful and accurate notes. It doesn't take long for children to learn the difference between the substance of a statement and the longer statement itself. Compare these activities with statements made in the daily papers, such as the actual text and the summary report of the President's speech.

5.6 To develop increasing objectivity in revising one's written work.

• For a child to be willing to write he needs to develop confidence so he will be able to work more and more on his own.

Examples: Let the child draw or tell rather than write, and help him to organize his pictures and oral stories clearly.

If the child has a classmate he likes to work with, let him dictate his poem or story to his friend, who can write it down for him.

If you have access to a tape recorder, let the child dictate his stories and play them back so that he can hear them. You may want to write down some of these stories for him so that he can have a copy to keep.

Allow children to read stories orally to classmates. Constructive criticisms of each student's story could follow the readings. The teacher is careful that the criticism remains constructive. Allowing children to proofread each other's papers is a good activity. This is best done when a teacher lets friends proofread each other.

A proofreading committee picked by the class or teacher could be set up to help the students find their mistakes and correct them before they turn their work in to the teacher. The committee would be instructed to find mistakes and point them out to the student, but not correct it for them. The student would have to make the corrections and come back to the committee for further proofreading until his work is acceptable.

Team brainstorming helps give children ideas about what to write and how to make some exciting expressive sentences. This develops the child's confidence in his ideas.



- 5.7 To develop an awareness of writing styles and to improve one's own writing as a result of continuous exposure to literature.
 - Literature should not be "taught"; it should only be read and enjoyed. Through reading, enjoying, sharing, and open-ended discussions, children will become more aware of the way in which individual authors use the elements of literature. These elements are:

Theme - What the author has to say about life; there are usually many interlocking themes.

Diction - Words and how they are put together, as in dialogue and imagery.

Mood - How the story makes the reader feel.

Plot - The series of incidents that make up the story.

Style - The language used by the author (examples, long, descriptive passages, short, realistic conversation, style of language used in a certain place by certain people.

Setting - Description of the story's location.

Characterizations - Personalities and physical descriptions.

• Stress the variety of subject matter in poetry to dispel the mistaken impression that poetry is 'feminine', associated with flowers, love, and other womanly topics. Read a variety of poems with the class.

Example: Wind-Wolves, by William D. Sargent

Trains, by James S. Tippett

Godfrey Gordon Gustavus Gore, by Wm. B. Rands

The Escalator, by Phyllis McGinley

Read poems that represent varied forms - long, short, rhymed, unrhymed.

• As the teacher helps the children become more aware of literature, both prose and poetry, and its varied uses they will be able to enhance and improve their own writing.



- 5.8 To be able to encode manner(s) appropriate to message(s); to contribute creatively to class posters, newspapers, skits, etc.
 - Newspaper Writing: Getting newspapers for each child or having them each bring a daily newspaper would enable the teacher and class to move through each section of the newspaper and talk about each thing, such as:

Favorite section of the newspaper for different people. Comics and movie ads for children.

Stock market for Dad.

Woman's section for Mom.

By lines of reporters as compared with what A. P. and U. P. mean.

Differences of writing styles in front page news and editorial news or feature articles; critics, advice columnists like Ans. Landers; anything that would give the class an idea of what they might like to do in their own newspaper.

- Have students read headlines for several news stories. Discuss with them whether or not the headlines indicate the main idea of the article, and introduce news in a way that makes the reader want to know more. To give students more practice with headlines, collect some news stories, cut off the headlines, and have the students write headlines for these stories. Remind them that they must find the main idea of each story before writing the headline. Then, have them compare their headlines with those provided by the newspaper.
- Try role playing for demonstrating the correct procedure for factual reporting. Class members could act out a simple skit in which the rest of the class would act as reporters or witnesses. After the skit the reporters write their account of what took place. Volunteers read their accounts of what happened to the class. The class and teacher would then separate the facts from opinions.
- Students should study feature articles in newspapers and magazines before attempting to write. As they examine articles, students can be guided to observe:

How the author began his article:
Telling an anecdote
Flashback
Dialogue
Asking a question



Any devices the author used to add interest to his writing:
Humor, joke, play on words.
Imagery - simile, metaphor
Illustrations (verbal)

The summary or conclusion.

- Take comics and cut out the voice bubbles and have the children put dialogue in to fit the cartoon. Another way to do this is to have the class draw cartoons of their own and put in their own voice bubbles or captions. Captions in a comic strip like "Prince Valiant" tell a story in the third person and a good lesson on the different styles of writing could be brought out from this. Teach the children the difference in using the first person "I", second person "you", and third person "they", in story telling styles.
- Break the class up into groups. Each group will be responsible for writing a section of the newspaper, (editorials, sports, comics, front page, features, women's section, interviews, etc.) Each committee would be responsible for editing their own work.
- Committees of students can prepare election campaign for such candidates as Peanuts, Road Runner, or Beetle Bailey. Posters, badges, speeches, skits, and songs can be used to create enthusiasm. An election can culminate the activity. The voting may have the usual restrictions no one campaigning within a certain distance, poll watchers, each committee represented at the count of ballots. Each child might be allowed to vote for two of the candidates.

During a national, state, or community election, the same activities could be conducted with the nominees being those actually running for public office. The children could choose the candidate for whom they wish to campaign. In such an election, too, the students would have but one vote.

• Let small groups of interested students write a skit or drama for the class. One or two children could act as secretaries or discussion leaders. Children would discuss their ideas of roles, character analysis, and props. The ader of each group would attempt to summarize the ideas presented. At least one idea from each student would be incorporated into the skit.



• Puppets constructed during art lessons can inspire a class to write a skit or drama in which the children lose their own identity and transfer their role playing into their puppet character. This helps many children lose their inhibitions and gives them a real opportunity to write a creative play or skit.



. 5. WRITING

- To enjoy writing prose, and verse; to enjoy writing various genres 5.9 and modes (haiku, free verse, stories, fables, skits, friendly letters, etc.)
 - Free verse may be written about such themes as: Rain is . . Snow is . . . Happiness is . . . Each new idea begins a fresh line.
 - Write couplets, the simplest type of rhymed verse. They consist of but two lines that end with rhyming words. An excellent way to begin composing couplets is through group composition.
 - Write triplets, again making the initial experience a group composition. Each child selects a word that interests him. The word selected must be one that rhymes easily, so it is well to provide a list from which each person selects his word. After a list of rhyming words is developed, three related words are used to compose a triplet.
 - Write limericks which are a combination of a triplet and a couplet. Lines 1 and 2 and 5 make up the triplet, while the couplet consists of lines 3 and 4. They often, but not always, begin with the words "There once was. . . .
 - •Write cirmains which are simple five line verse form. There are two form

Examples: Line 1 - 2 syllables Softness Line 2 - 4 syllables Is snow drifthog -Line 3 - 6 syllables Lying on the green grass Line 4 - 8 syllables Soft powder on the skin of a Line 5 2 syllables Baby!

Line 1 = one word to give a title.

Line 2 = two words to describe the title

Line 3 - three words to express action about the title.

Line 4 : four words to express feeling about the title.

Line 5 = one word that is a synonym for the title word.

Snow Icy snow Slowly, falling down -Wet nose, cold day Wintertime.

The number of syllables and words need not be considered an unbreakable rule.

• Write haiku, unrhymed Japanese verse consisting of three lines. The first line usually has 5 syllables, the second 7 syllables, and the third line 5 syllables. (17 syllables in all) They are usually word pictures drawn from nature and suggest an idea or feeling about a time of day or a season of the year. Number of syllables can be used as an approximation and need not be considered as a strict rule.

• To motivate fantasy writing, have a collection of PRETEND IDEAS.

Examples: Pretend that you are something bigger than you are or smaller.

Pretend that cars had square wheels. What would happen?

Pretend that mice are pink. What would happen? Pretend that a baby buggy has a different use. What would it be?

• Have a collection of unfinished stories or paragraphs for the children to select and complete.

• Have a box of cards with single words written on them. Let children, reach in and select three at random and make them into a silly or sensible story.

• Have a number of notebooks with colorful covers for children's writing. Encourage them, too, to illustrate their writings if they would like. Suggested titles: Imaginary Animals, Flowers, People 1'd Like to Keep.

• Collect children's favorite comic strips. Cut out or cover up the voice bubbles. Let children put in their own conversation. Some children like to not only provide conversation but draw their own cartoons, as well.

• Have a picture file available for children to refer to and write about. Separate the pictures by category, such as: People, Scenes, Homes, Animals, etc.



• Have a file of pictures containing action. Let children choose one and write about it. They might include some of the following

What has happened? What is happening? What is going to happen?

Characterize the people and suggest possible names for them. What events might have led up to the present action?

Find words to describe the scenery or to express the background of the picture.

Suggest a few appropriate titles.

Find words to describe the scenery or to express the background of the picture.

- Arrange a writer's corner with a colorful screen, a bulletin board with pictures, captions, intriguing titles, a table and chairs, an invitation to write.
- Encourage children to keep diaries or journals of personal experiences. Short periods of time can be provided each day to add ideas and feelings about school events, weekends, TV showings, happenings at home, and playtime, etc. Descriptive passages can be encouraged through occasional discussions before writing.
- Draw several lines on a blank sheet of paper to intrigue student imagination to complete the drawings and write about it. A variation is to give interesting shapes cut from colored paper to be arranged in any fashion on a large sheet. Lines are added as the child wishes and he writes about it.
- Have a collection of jigsaw stories. Cut a square of construction paper in four irregular pieces on which are written: 2 characters, 1 setting, 1 noun. Students select an envelope, assemble the puzzle, and then write a story relating the four parts.
- Write Traveling Tales: Each student begins a story. When the tenher says TRAVEL TIME, the story is passed to another person. He reads what is on the paper and adds what he thinks would happen next. Stories travel several times. Tips: Stop writing soon enough so a number of students can read their tales. Let each child finish one of the stories at another time.



٩

- Here Comes the WHOOSH!: By Vincent Fago (Golden Press) can lead to imaginative writing. "Here it comes . . . WHOOSH . . . there it goes and in such a hurry, no one could see it . . " and the reader never does see the mysterious creature, whatever it is. He is introduced, however, to many other interesting animals the pigadoon, the snakeroo, and a whole family of be-whiskers. This book can lead to the invention of many unusual animals as children describe their habitats; appearances, and behavior.
- Write a description which exemplifies a stereotype character. Then rewrite the description eliminating the stereotyped thinking. Draw two pictures to illustrate the differences in thought.
- An inanimate object can be given life with each student playing the role of a chair, a pencil, a book, or, to be more imaginative, a picture frame, a traffic light, a crown. The student imagines the feelings of the chosen object, describing the activities of the day, reactions to the behavior of people, and so on. Two or three students working together can write a dialogue between objects which can be taped or presented live for others to listen to.
- Reading aloud Rudyard Kipling's, Just So Stories may interest some students in producing original stories which explain in similar fashion, how animals came to be made as they are.
- Tape "sound situations" which consist of a combination of several intriguing sounds a clock ticking, footsteps, a door slamming which suggests a situation, the basis for a story.
- A collection of colored slides will offer pictures to inspire writing. A group of pictures on varied topics can be shown while students rapidly suggest titles for each. Two or three related pictures can be shown to furnish material for a class discussion which leads to writing. The picture of an old house will lead students to imagining the past of this house, the people it has known, and so on.
- •After reading, "Pecos Bill and the Cyclone", some students might like to write stories of their own that deal with people's fear of the physical dangers present in their environment. Have students discuss other physical dangers or conditions which people have had to fight such as snow, wild animals, insects, sea, and hurricanes. What heroes might people create to overcome their fear of these things? What stories might they invent to express their desire to conquer these dangers?



- Collect baby pictures and have children write clever captions for them.
- Have a touch box in your room. Include objects that are soft, rough, sticky, etc. Children can reach in, feel an object, and then describe it.
- Ask children to write a description of another child. The description should include at least five clues. The paragraph is read to the class and the rest of the children try to guess who is being described.
- Have numerous recordings of music available for children to select, listen to, and write what comes to mind.
- Have a box of miscellantous, assorted objects in your room. Allow the children to reach in and pick out the first three, four, or five objects they touch. They then write stories incorporating the objects chosen.
- Entitle a bulletin board, "What do you see out our windows? Write it here." Tack paper or cards on the bulletin board to write on. Change the title periodically. Some suggestions are:

Examples: How does it feel to be green?

How tall is truth?

What color is happiness?
What is the taste of sorrow?

What is happiness?

- Encourage youngsters to put their gripes or dislikes into words.
- Have a collection of I WONDER cards for the children to choose from and write about.

Examples. I wonder how it feels to be an astronaut?

I wonder what a rainbow sees?

I wonder how Columbus felt when he saw Ameraca?

I wonder what kangaroos are thinking?

I wonder what it would be like to own . . . ?



Have a collection of "Low Did You Feel" cards.

Examples: How did you feel when your best friend moved?

How did vou feel the time you hit your little brother?

How did you feel when you stepped on a snake? How did you feel when you fell in a mud puddle?

• Have a collection of SURPRISE IDEAS for the children to choose from and write about.

Examples: You open the cellar door, and there, on the floor,

stands a donkey!

You go to see your dog's new puppies, and there, under

her, is a rabbit!

Have brainstorming sessions with the children to add exciting first lines to the SURPRISE IDEAS (or any of the collections mentioned.)



REFERENCES

Anderson, Verne, and Paul S. Anderson, et.al., Readings in the Language Arts. New York: The MacMillan Company, 1964.

Reading selections that will help elementary teachers understand contemporary trends of teaching the various aspects of language arts and provides specific suggestions useful in class room practice.

Carlton, Lessie, and R. H. Moore, Reading, Self-Directive Dramatization and Self-Concept. Columbus, Ohio: Charles Merrill Publishing Co., 1968.

This offers an approach to reading instruction through spontaneous dramatization.

Darrow, Helen Fisher, and R. Van Allen, Independent Activities for Creative Learning, ed., by Alice, Miel, New York: Teachers College Press, 1967.

Activities are provided which enable the children to develop an ability to manage their own learning and to exercise creativity in doing so.

Freeman, B. Anderson and David E. Arminton, et.al., New Directions in English (Series 3-6), Evanston: Harper and Row Publishers, 1969.

The program is linguistic series in the broadest sense, in that it encourages the study of language in all its manifestations.

New Directions makes effective use of the grammatical descriptions which have been provided for our language. It addresses itself to treating language as an inseparable phenomenon in human behavior. Each grade level contains experiences in the cognitive skills such as i erceiving, categorizing, and inferring.

Frink, Wilfred, Word Origins and Their Romantic Stories. New York: Grosset and Dunlap, 1950.

One of the best books about word origins, this book presents intriguing stories about English words. It also contains an invaluable section on Latin and Greek affixes and roots and the words we have made from these components.



Funk, Charles, Horsefeathers and Other Curious Word Origins. New York: Harper, 1958.

This is a fascinating book written about the origins of words.

Morris, William, The American Dictionary of Word Origins. New York: Harper, 1963.

An excellent collection of up to date words with stories about their origins.

Martin, Bill, The Sounds of Language Readers. New York: Holt, Reinhart & Winston, 1967.

The Sounds of Language reading program is a fresh and enchanting collection of poems, stories, articles, and pictures that prompt students to hear the spoken patterns of the sentences they read.

Middle School Creative Activities. Grand Rapids, Michigan: Instructional Fair, 1969.

This book offers a myriad of activities which can be related to many areas of the elementary school curriculum.

The Nebraska Curriculum Development Center. A Curriculum for English, Lincoln, Nebraska: University of Nebraska Press, 1966.

This series contains complete units on such literary types as

- 1) the folktale, 2) the fanciful tale, 3) the adventure story,
- 4) the myth, 5) the fable, 6) tales of other lands and people,
- 7) historical fiction, and 8) biography. These units are developed for grades 1 through 6. The core texts are some of our best literature.
- Smith, James A., Creative Teaching of the Language Arts in the Elementary School. Boston: Allyn & Bacon, Inc., 1969.

Creative Teaching of Reading and Literature in the Elementary School. Boston: Allyn & Bacon, Inc., 1969.

These two books are a part of the Allyn & Bacon Series of Creative Teaching in which there are seven books. Each book provides a rich source of ideas for creative instruction. The teacher is also provided with both the guidance and the freedom necessary for creative growth himself.



Spolin, Viola, Improvisation for the Theater. Evanston, Illinois:
Northwestern University Fress, 1963.

This book consists of activities in which children learn to create characters, action, and dialogue extemporaneously.

Tiedt, Iris M., and Sidney M. Tiedt, Contemporary English in the Elementary School. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1967.

This book provides a fresh image for the teaching of English. It gives strategies and ideas for stressing imaginative and creative approaches to language study.



MUNICATION SKILLS RECORD	AVE.	BIRTHDATE
CATION SI	655 JANUARY AVE.	S A.
COMMUNI		MIDDLENAME
	100L DISTRICT	2
	SERGUSON-FLORISSANT SCHOOL DISTRICT	FIRST NAME
E	NOS NO NO NO NO NO NO NO NO NO NO NO NO NO	H E C :

		TEACHER EVALUATION	Include levels of achievement, eres of strength, weakness, and interests.			YeerTeecher	APPENDIX	(T	YearTeacher	-			
AVE.	BIRTHDATE .		Exeminer										
655 JANUARY AVE.	ai N X II		Dete										
NCT	IDDLE NAM	TESTS	Rating Score		MATERIALS USED			,		_			
FLORISSANT SCHOOL OIST!	TIME FIRST NAME M		Form or Level		MAT				·				
RI Rat Provided to	ASS SA		Sept. Sept. Man			ර ගියි					-	r	

APPENDIX W

LANGUAGE EXPERIENCE APPROACH TO READING

C.ncepts teachers must hold:

- 1. Children's own ideas are worthy of expression.
- 2. The basis for oral and written expression is child's sensitivity to environment.
- 3. Freedom in self-expression leads to self-confidence in all language usage.
- .. Oral expression may be strengthened through paintings and drawing.
-). Child's own thoughts are the main basis of instructional reading materials.
- 5. Interaction necessary to build self-confidence expands ideas and refines language stills.
- . . kills including phonics, can be developed best from child's own language.
- 6. Using the child's own language for instruction will result in greater independence in writing and reading.

Concepts children must have:

- 1. What a child thinks about he can talk about and express in painting or writing.
- 2. Anything he writes can be read.
- J. He can read what he and others write.
- 4. He uses the same letters over and over.
- . Fach letter stands for one or more sounds.
- 6. Fach Word Begins with a sound he can write down.
- . . Most words have an ending sound.
- o. Most words have something in between.
- n words are used often some very little.
 - o individuals' writing is just as important as what others say,





Right 9 Read Program

March, 1973

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Mo. 63135

READING IS FUN-DAMENTAL PROJECT ESTABLISHED. The Reading is Fundamental project is being established in conjunction with the nationally funded Right to Read Program at Walnut Grove. The initiation of a RIF project will be a valuable aid in achieving one of our Right to Read critical goals: that of stimulating students' interest in reading, particularly among primary students.

"The national goal of Reading Is Fundamental is to help make books and reading a natural part of every puril's daily experience and to provide the means of ownership for entire communities of good, low-cost reading materials. The initial goals of RIF projects have been first, to provide ownership of books, and second, to permit freedom of choice. Ownership helps develop a responsibility toward books and foster a joy in reading. The adventure of shopping among books to select just the right one for his own provides a special pleasure to a child, and the act of selection, in itself, can be a valuable learning experience."

The target population for the Walnut Grove RIF project consists of students in the primary unit (grades 1-3). This group of children was selected in order to coordinate the RIF project with the Right to Read program emphasis on improved reading instruction for primary pupils.

The initial book distribution will begin in April and run for ten weeks on Thursday and Friday afternoons. Each primary pupil will select five books of his choice on his visits to the RIF Room. During the last week of the distribution kindergarten pupils will also select one book. The number of students to be served by the project is as follows:

Kindergarten	109
Beginning Primary	69
Continuing Primary	76
Advanced Primary	75

The school librarian, the R2R Program. Director, and parent volunteers will set up an RIF Room in the building and conduct story-telling sessions and book-teasers before children select their books. "Reading Is Fun Day" posters, book ads, and local media publicity will be utilized to arouse children's interest in the project.



HOW TO TEACH AUDITORY DISCRIMINATION. Phonics deals with sounds. Developing a sensitivity to sounds is the basis of any effective word recognition program.

The teacher can begin with either beginning sounds or rhyming words. Children need to learn that ball, boy, and box begin alike. This exercise can be done with any letter. The dialogue might go something like this:

leacher:

"Boys and girls, I want you to listen to some words.

Tell me if they begin or start alike. Listen--red,

run. Do they begin alike""

Student:

"Yes."

Teacher:

"Yes, say them with me."

Teacher-Student:

"Red, run." 🦡

The same dialogue can be used for rhyming words, final sounds, vowel sounds, etc. These exercises are extremel, important, for you are developing this important sensitivity to sound. It's important for the teacher to keep it lively. Whole class teaching of auditory discrimination is cumbersome and usually ineffective. Small groups of children are best for such exercises.

Some teachers find it helpful to think of auditory discrimination activities as a series of steps or stages-- beginning with single consonant sounds, to blends, to consonant digraphs, and ther progressing to rhyming words and words that end alike. In addition, there are at least three discernible levels of difficulty at any step.

Level I

The presentation of two words as farm, charm, where

the child is asked if these rhyme.

Level II

The presentation of three words such as farm, wind, charm, where the child is asked to find the two that

rhyme or the one that doesn't.

DIRECTED READING THINKING ACTIVITIES. Comprehension is the ultimate goal of reading instruction. The Directed Reading Thinking Activity is a very effective teaching tool for helping children develop this all important ability of understanding and being sensitive to what they read. The technique can begin in kindergarten as a listening experience with the teacher reading for the children and continue in later grades with the children reading for themselves.

The aims of any directed reading thinking activity are to:

Teach children the skill of extracting information of a predictive nature. Provide ways of behaving as a thinking reader that will be helpful as the child reads on his own.

Develop some capacity to behave in an independent fashion when the child reads on his own.

The important thing to remember in conducting a DRTA is that the teacher should avoid teaching for facts. Knowing facts does not mean that a child really understands the story. It produces nothing useful. The teacher should create opportunities for making judgments, drawing conclusions, and making interpretations. Group thinking should be employed and interplay among students should be fostered. The questioning technique is also important. Open-ended types of questions should be used.



The primary considerations for the teacher in conducting a DRTA are:

- 1. When asking questions or extracting ideas, respond positively to students' ideas and respect their responses.
- 2. Avoid critical or derogatory remarks to students about their ideas. Try to give reticent pupils a chance to participate by asking them what they think about someone else's ideas.
- 3. The teacher must control the flow of ideas and information to the students. She should both control and vary the stopping points where she wants to discuss.
- 4. Extend and refine ideas. This will increase capacity to process information to the students. Get students to utilize facts, to
- apply them, to predict what might happen next.
- 5. Use open-ended, multiple response questions.
- 6. Encourage natural interaction. Students should question each other's ideas.
- 7. Avoid questions that elicit factual information.

The teacher can develop DRTA's by selecting an interesting, dramatic story on a suitable listening or reading level for a particular group of students and applying the suggestions listed above.

CREATIVE WRITING. Creative writing, or free expression, means allowing students to use their language ideas and concepts in their own writing. This is possibly the most neglected aspect of the language arts because we as teachers feel that students are not capable of handling it. Actually, children can write at a much earlier stage in their development than we've been led to believe. There are only a few prerequisites to beginning a creative writing program:

- 1. The student must have a small sight vocabulary of 25-50 words.
- 2. He must have some ability to form the letters of the alphabet.
- 3. He must have some sense of letter-sound relationships.
- 4. There must be some attempt by the teacher to improve the pupil's mastery of both of the above concepts.

The most important thing in creative writing is the child's ability to communicate ideas honestly, accurately, and concisely. Some practical suggestions for stimulating creative writing are:

- 1. Remove constraints.
- 2. Encourage students to write about things that are relevant to their interests.
- 3. Develop sensitivity to writing by reading stories and poetry frequently.
- 4. Provide warm-up periods of about five minutes to talk about ideas before beginning to write.
- 5. Help the reluctant writer get started by writing the beginning part of a story for him.
- 6. Tie writing in with the curriculum.
- 7. Encourage students to produce words the best they can.
- 8. Create a writing center in the classroom. Use various stimuli to start the writing.



It may take a while for a teacher to develop an effective way of teaching creative writing. The student's first efforts at writing are much the same as his first efforts at learning to speak. We must not discourage him by insisting on correctness. Don't give up too easily if first efforts aren't as successful as you had hoped for.

HOW TO GET STARTED. Start with very short periods of creative writing—even as short as a minute. Accept whatever the child writes. Insistence by the teacher on neatness and form can easily get in the way of productive thinking. It is imperative to give the children a great deal of support when they begin writing. They must know that you will accept their writing as it is.

Modeling is about the most important part of good writing. Students cannot be expected to create in a vacuum and we must provide a lot of input before they begin to write. Pupils must have something to say so give them some kind of model to imitate, especially the first few times. In addition, they must have the feeling that writing is "putting your thoughts down on paper."

Devise wa, s in which students can sense that there is some valid outcome of what they are doing--it will be published, the teacher will see it, classmates will see it, etc. You have to show them that you approve of their writing. This usually will motivate the student to do a nice job.

Your weekly writing program can include three days for writing and two days for sharing. Keep samples of each pupil's writing throughout the year-these samples can be used in diagnosing writing progress.

RIGHT TO READ LIBRARY EVENING. Walnut Grove personnel initiated a series of Right to Read "Library Evening" programs in February. The goal of the series is to increase parental and family interest in reading.

As a special feature of the series, participating families may receive books, magazine subscriptions, and newspaper subscriptions which are provided by the Right to Read Program. A book rack with popular adult literature has also been added to the library to provide good reading material for parents.

The initial program was designed to familiarize parents and children with the school library. Family groups participated in a library scavenger hunt which directed them to all sections of the library. Incentive to complete the hunt was spurred by a variety of prizes hidden throughout the library. As the scavenger hunt proceeded, ten families located such prizes as Jonathan Livingston Seagull, Betty Crocker's Good and Easy Cookbook, Charlotte's Web, Madeline, Origami, Things, and The Tailor and the Giant, as well as tickets for the Walnut Grove School Carnival.

Time was provided for the 70 participants to browse through the library and check out books. Over sixty books were taken home by parents and children for home reading.

The March program will involve parents in a discussion of children's literature. Dr. Richard Miller, University of Missouri-St. Louis, will speak about recent trends in children's literature and how to select good books for children. Multiple copies of Charlotte's Web, Sounder, Call It Courage, Where The Wild Things Are, and the latest Caldecott Award winner The Funny Little Woman have been provided for parents to read and discuss. Children will participate in a puppetry show presented by students from Cluer North High School. The evening will be concluded with a book raffle and check IC time.



Right 2 Read Program

February, 1974

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Missouri 63135

READING IS FUNDAMENTAL. Reading Is Fundamental is a national organization designed to motivate reading desire by allowing children to choose their own reading material. This material is selected from a variety of inexpensive paperback books which may be kept by the child. Ownership of the paperbacks helps develop responsibility toward books and fosters a joy in reading.

An essential element of the RIF program is its grass-roots support. Each community organizes, funds, and runs its own program. It is important to the project's success that the community, especially parents, be involved in it. Many community organizations are supporting RIF projects in a number of areas.

Projects vary in size and organizational structure, but all have resulted in favorable response from participating children, parents, and teachers. Through special arrangements with various publishers, National RIF is able to provide inexpensive paperback books at a substantial dircount to RIF schools. The ideal program gives five paperback books to a child in a school year. Continuity of the program over a period of time is encouraged in order to make reading a way of life for all youngsters.

The National RIF Office can provide detailed information on planning and organizing an RIF program for your specific school needs by contacting:

Mrs. Eleanor Smollar, Executive Secretary National RIF Office Smithsonian Institute Arts and Industries Building, 2407 Washington, D. C., 20560 (202) 381-6117

BRING A BOOK AT 2:50. Since December, a short period at the end of each day has been set aside for an all-school reading time. Everyone in the building, both students and staff, find something of interest to read for ten minutes. The purpose of this activity is to encourage reading for enjoyment and to provide a daily opportunity for recreational reading. While most teachers had established a silent reading time during the school day, we hope that conducting the activity on a school-wide basis will have a greater impact. So if you visit Walnut Grove any afternoon at 2:50, bring along a book or magazine and joir us!



A MINUT GROVE AUTHORS. Chrystal Jackson, St. Louis illustrator and author, recently empleted a bool making project at Walnut Grove. Twenty-five fifth and sixth grade tudents vent through all the steps involved in publishing books.

coproper begin with Miss Jackson's presentation on travels in Spain which led to her first book, wendy and the Gypsies. She explained the steps involved in preparing a book for bublication and helped children begin to think of interesting subjects for stories. She also showed them how to arrange space in their first "dummy," or practice book, for illustrations and printed text. For several weeks the students worked to design this first dummy, and to con pose the story for their book.

During her next visit, Miss Jackson demonstrated various ways of illustrating books. The cildren experimented with many techniques of illustrating using watercolors, magic marker and beneals. Folloting this visit, the children arranged their story and pictures, making any tinal corrections needed. Then they prepared final copy for the book.

Let's sale of the project was conducted by Mr. Don Hunsey of University Bindery. Mr. Hunsey explained the history of bookbinding and showed the students how to sew and glue their books to effect, ith the materials he provided for the project.







entry-rive well-written and entertaining books. In the second of the sec



SIAFF DIVILOPMINT AT NO COST. One of the major thrusts of the Right To Read Program has been providing information to staff members so that they may become better teachers of reading. Many of the staff workshops and inservice activities involving outside reading consultants have been possible through federal funds. However, this is not the only type of staff development which occurs. Some of the most valuable results at Walnut Grove have been attained through activities which do not cost a cent.

The Valnut Grove Pal Task Force has provided the leadership role for the Program from its initiation Panuary, 1972. Its original function was to determine the instructional needs of the school's reading program and to establish the goals and objectives to remedy the assessed needs.

These ideas were promptly shared with the total teaching staff and evaluated according to their priority. Many of the suggestions have already been implemented. At the January Task Force meeting, efforts concentrated on implementing even more of the suggestions.

The most positive aspect of this type of activity is that teachers themselves are involved in deciding that things are important and need to be improved. This provided a valuable incentive for enthasiastic accomplishment of tasks by all staff members.

Some of the "one orning ideas include:

Using hall bulletin boards for book displays.

Painting graphic illustrations of storybook characters in halls.

Making reading banners to be displayed throughout the school.

Selecting a "Book of the Month" in each community.

Developing a 'Walnut Grove Bes Sellers List" each month.

Using TV and radio singles to advertise books and reading.

Conducting book views at staff meetings.

Inviting children to present book reviews at staff meetings.

Initiating an all-school silent reading time.

Using the public address system to advertise books.

Having intermediate students prepare "book teasers" for primary students.

I strating neighborhood coffees to discuss the importance of reading with parents.

is its distance a creative drama club for parents, teachers, and students.

stablishing raters, hool involument to stress the importance of books and reading.

French Control and presentation of the R2R Program to share with district

s bools and come unity organizations.

Sileduling eighers for Day" when students can come dressed as treir favorite book allered r.



LANGUAGE ENCOUNTERS. This month we would like to share two more language encounters with you. These encounters are developed by Dr. Harry Hahn at the Learning Strategy Center at Oakland University.

Language Encounter #707: (Language Patterns - Innovation as a Means of Studying Order)

Principle: Order can be other than alphabetical.

ø

Approach: Begin with -

I know what a bird does.

It flies.

It goes to bed early.

It builds a nest.

Maybe it lavs eggs.

I know what a bird does.

Let them supply the next key line, like -

I know what a car does.

It goes fast.

It goes slow.

It runs down.

Maybe it won't go at all.

I know what a car does.

Then -

I know what a dictionary does.

It holds words.

It tells their meanings.

It keeps order.

Maybe it has pictures.

I know what a dictionary does.

Order doesn't have to mean the way the letters of the alphabet come. What other kinds of order can you think of?

What next? Work with colors -

€,1

Red is stop. Red is blood. Red is valentine.

Blue is sky. Blue is sadness.

List them in the order of their brightness; in the order of your liking them. Illustrate your findings. A mural would be fun.

Language Patterns - Literary Innovation

Present the poem "I'd Like to be a Lighthouse" by Rachel Field.

I'd like to be a lighthouse All scrubbed and painted white. I'd like to be a lighthouse And stay awake all night To keep my eye on everything That sails my patch of sea;

I'd like to be a lighthouse

With the ships all watching me.

Following the same pattern as above, use . seasonal theme and see what your children can come up with.





Right 2 Read Program

May, 1974

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Missouri 63135

In this month's bulletin, we would like to share some of the efforts which have been made to keep you informed about the R₂R Program and to disseminate its various components. While only a minor portion of the R₂R budget is allocated for this purpose, we feel that we have been able to make some progress in this area.

PRINCIPALS AND RIGHT TO READ. At their April meeting, District principals had an opportunity to become better acquainted with the national Right to Read effort. Members of the Technical Assistance Team assigned to the Walnut Grove site presented an administrative seminar to give an overview of R2R's accomplishments both in public school sites and in community-based adult literacy programs.

Dr. Jack Riegle and Dr. Charles Shipman, R₂R planning assistants, discussed the basic elements of the system developed by R₂R to analyze the current status of reading programs and to design improvements egardless of the students, staff, and community being served. Emphasis was placed on the rewards of initiating such a program of improvements in a school. It can be done with a minimum of expense using R₂R materials and the many resources already available in a district. One of the most important keys to the success is the active participation of the principal and he district administration in supporting classroom teachers and smoothing the way for any changes which need to be made.

Dr. Peggy Ransom, R2R reading assistant, followed with a discussion highlighting successful components of Walnut Gauve's program which could easily be implemented in other District schools. Components mentioned were the Reading Is Fundamental Project, the all-school reading time, the staff reading discussion groups, the Library Evening Series for parents and students, and some aspects of the instructional program.

During the summer, a program dissemination packet will be prepared for principals who are interested in initiating reading improvements in their schools. With the assistance of Walnut Grove personnel and the guidelines in this packet, the District hopes to see several elementary schools make reading a priority during the 1974-75 school year.

R2R INSERVICE AND BULLETINS. Walnut Grove staff members have participated in and presented workshops on various components of the R2R Program at District inservice sessions, last year's Curriculum Day, the 1973 SLSTA spring conference, meetings of the local IRA Council, and various universities in the area. We also hope that the 10 Right to Read bulletins which have been distributed to District staff members have highlighted successful aspects of the program and provided some useful activities for your classroom program.



2 3

TITLE II GRANT. The District was awarded a Title II Special Needs Grant to initiate the Walnut Grove Right to Read program in other elementary schools during the 1973-74 school year. Combs, Duchesne, and Lee Hamilton schools received a total of \$4,962.00 to purchase materials which aid in the individualization of reading instruction. Approximate 1,450 students and 65 teachers were affected by this grant. Comments from the teachers and principals involved in the program indicate that these materials have been very helpful resources for the reading program, for both motivational and instructional purposes.

Some of the materials purchased through the grant include the following:

Young Adventure Series (Bowmar)
Initial Consonant Learning Module (Singer/SVE)
Let's Read and Find Out Science Books (Thomas Crowell Co.)
Rhythms to Reading (Bowmar)
Individualized Reading Kits (Scholastic)
Stepping Into Science (Xerox Educational Sciences)
Reading Centers-Skills Centers (Noble and Noble)
Red Line - Blue Line (EMC Corporation)
The Now Age Illustrated Classics (Academic Paperbacks)
Speech-to-Print Phonics (Harcourt, Brace, Jovanovich)
Reading Incentive Language Program (Bowmar)
Play the Game (Bowmar)
Developing PreReading Skills (Holt, Rinehart and Winston)
Plays For Echo Reading (Harcourt, Brace, Jovanovich)
Oral Reading and Linguistics Series (Benefic Press)





Students at Lee Hamilton and Combs schools have responded very favorably to the materials purchased through the Title II Special Needs Grant.

READING SPECIALISTS PLAN WORKSHOPS. District reading specialists have been working since February to plan a series of workshops on classroom techniques for diagnostic/prescriptive teaching. The workshops will be held in each elementary school for small groups of teachers interested in improving their skills in diagnosing the reading needs of their students. Reading specialists are now presenting the plan to their principals for approval so the workshops can be initiated early in the coming school year.

GOOD READING FOR TEACHERS

Decision-Making for the Diagnostic Teacher (Holt, Rinehart and Win Ton)
Handbook in Corrective Reading: Basic Tasks (Charles E. Merrill Ph. . Co.,



RIGHT TO READ FOR EVERYONE. Every school in the District can provide a Right to Read program for its students if the principal and staff are committed to the idea that each student does indeed have "the right to read." The following steps can be taken to bring about improvements in your school's reading program.

Task Force - Form a Unit Task Force to initiate the program. The Task Force should include the principal, a core of interested teachers and parents, the reading specialist, librarian, etc. The Task Force will serve as a catalyst to plan the program and to monitor its progress.

PROGRAM PLANNING-DEVELOPMENT (An Overview)

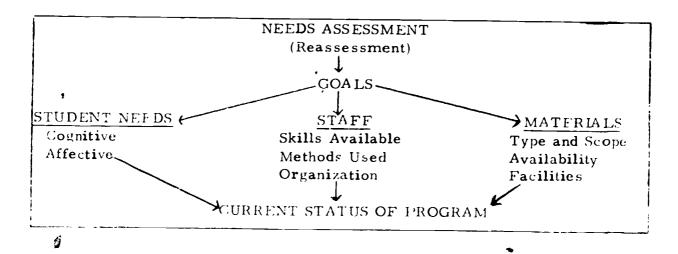
- I Reassessing Current Program Status
- II Redefining Goals, Objectives, and Behaviors
- III Implementing Program Plan
- IV Conducting On-Going Evaluation

Needs Assessment - Conduct the needs assessment to assist your individual school, evaluate the current reading program, personnel, and achievement. This can be done in a relatively short period of time and is a prelude to planning a more effective approach to reading instruction.

Assessment of student performance in this initial stage will be conducted in terms of group performance on a school-wide basis to determine general strengths and weaknesses. Test data regularly collected by the District can be used for this aspect of assessment.

Assessment of the current reading program will provide both baseline data and valuable resources for planning a new reading program. The current reading approach, techniques, methods of evaluation, teacher/student organization, time spent in the program, and program flexibility must be taken into consideration.

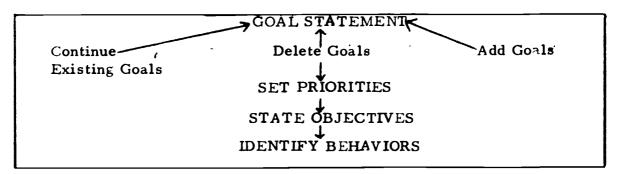
Assessment of resources would include the availability and skills of the teaching staff, reading specialists, non-classroom personnel, and other non-school resources which can be utilized to make the needed improvements in the reading program.





Goals and Objectives. When the needs assessment data is gathered and analyzed the Task Force can develop objectives and goals for the program based on the information obtained. Both the needs assessment information and the objectives should be recorded on large charts which have a high degree of visibility to staff and community members.

For each major goal and objective, define a set of behaviors which can be followed to meet the goal. Each goal should then be ranked by priority as critical, important, or desirable. Those goals designated as critical would provide the starting point for your new program.



Implementation. Plan the program to extend over a certain period of time and set a timetable for meeting the goals.

Example: Priority Goal--"To improve students' comprehension skills."
*Set the first time segment of your program to focus on this objective, possibly the first semester of the new school year. Use District and building inservice days for staff development activities which focus on this-area.

*Gather all available resources which will help to accomplish this goal in an effective manner.

*Have the teachers concentrate on comprehension skills in their classroom programs during the first semester. At the end of this time, have staff members evaluate their progress:have they had adequate time to thoroughly implement this objective in their own program? If so, move on to a new objective. If not, keep working on this objective until teachers feel comfortable with it.

The most important thing to keep in mind when beginning such a program in a school is to work on only one or two objectives simultaneously. It takes time to produce changes and improvements. The results are much more positive when one objective is successfully implemented on a school-wide basis than when trying to achieve all goals at once.

IMPLEMENTATION				
METHODS AND APPROACH	STAFFING	MATERIALS		
Testing Grouping	Utilization of staff Utilization of volunteers	Basal Series Supplementary Materials		
Individualized Instruction Evaluation	Utilization of specialists Evaluation	Testing materials Facilities Utilization A-V materials Consumable supplies Evaluation		

APPENDIX Y



Ferguson-Florissant School District

November, 1972

Right 2 Read Program

Warren M. Brown. Superintendent, 655 January Avenue, Fjerguson, Mo. 63135

FERGUSON-FLORISSANT SCHOOL DISTRICT was one of 69 districts in the United States selected to participate in a national project designed to develop ways to provide every American with the "Right to Read." The District received a federal grant to participate in the national program in January of 1972. Walnut Grove School, with an enrollment of 600 students, was chosen as the project center. RIGHT TO READ GOALS:

- . Public awareness is essential and attainable.
- . Program implementation should be on all school levels.
- . All teachers are reading teachers.
- . Other schools will replicate proven programs.
- . Technical assistance is needed.
- . Diverse resources can be redirected by the Right to Read program.
- "National literacy will be attained by 1980."

THE RIGHT TO READ PROGRAM IS USED AS A COMPLEMENTARY PROJECT with other reading and language efforts in the District, including the Parent-Child Early Education Program for four-year-olds (Title III. ESEA), the Young Child Development Program (Title I. ESEA), and the Remedial Reading Specialist program.

INITIAL STAGES of the program focused on assessing reading needs of both student and staff members. A task force of teachers and parents from Walnut Grove School joined District consultants and administrators in the needs assessment. Accordingly, plans were made for a six-week summer inservice program for teachers. Task force members include parents Mrs. Hardy Tschannen. Mrs. Joyce Smith and Mrs. Margaret Carlson; teachers. Mrs. Jerri Meyer Mrs. Betty James Mrs. Jeanette Bennett Mrs. Thelma Otto and Mrs. Sue Timpone; and Dr. Dores Stumpe. Assistant Superintendent of Elementary Education; Mr. Walter Lauless. Director of Special Programs; Mrs. Thelma Williams, Walnut Grove Principal and Right to Read Director, Anne Keence. Right to Read Program Developer; and Marion Wilson Parent-Child Early Education Project Director.

TEN CONSULTANTS recruited from a variety of institutions throughout the Midwest were involved in the summer sessions. Topics discussed at the workshops and seminars included reading diagnosis and remediation, directed reading-thinking activities, teacher-pupil relationships, creative writing skills, and the language experience approach to beginning reading.

TEACHER TEAMS FROM BOTH PRIMARY AND INTERMEDIATE levels developed a value of projects to implement the Right to Read program. Techniques include

- . A language experience plan for 90 primary children.
- . Conference cards for checking the comprehension of stories in individualized reading.
 - A reading skill file of selected workbook pages.



- . A reading skill file of selected workbook pages.
- . An individual profile for recording results of reading diagnosis
- . . Individualized vocabulary tapes,
 - . Test items to correspond to the existing reading skills checklist of the District.

STUDENTS BENEFITTED from the summer sessions, too. The 24 Walnut Grove teachers involved in the program were able to apply the ideas presented by visiting consultants with selected students. Intermediate teachers worked with children on a weekly basis diagnosing reading problems and determining instructional levels and placement of students for September. Primary teachers conducted a four-week language program for fifty kindergarten and beginning primary students. Three-year-olds in the District, who entered the Saturday School for four-year-olds in the fall, participated in story time sessions in the school library. The summer sessions gave everybody a head start on the school year reading programs.

PARENT VOLUNTEERS, WORKING IN VARIOUS AREAS throughout the elementary program, became active in the project this fall. This group provides individualized attention to students on all levels.

FOUR TEACHER AIDES have joined the Right to Read staff. They assist each of the seven teacher teams with projects in individualized language experience and individual reading practice. The aides work on half-day schedules.

CONSULTANTS RETURNED. Dr. Laurence Passmore, Indiana State University, conducted a two-day workshop to assist staff members with Classroom Organization and Management programs. Dr. W. Dorsey Hammond. Oakland University Michigan helped primary teachers with the Language Experience Program. Dr. Ronald Cramer also from Oakland University, presented a program on Creative Writing and Directed Reading-Thinking activities.

A ONE-HOUR GRADUATE CREDIT WORKSHOP on "Teaching Reading in the Content Areas" was offered by the Right to Read Program through the University of Missouri-St. Louis in October. Thirty teachers from throughout the District participated. Dr. Tom Snell was the instructor. Next semester a course in Learning Disabilities will be offered to all District staff.

progress by Walnut Grove Students is shown by an obvious increase in reading since September. The October library circulation exceeded the September circulation by nearly 1,000 books. Student projects in the program included a fourth and fifth grade book sale in which pupils wrote and constructed their own books. In addition intermediate students have been trained to serve as tutors for kindergarten pupils.

EXPANSION OF THE RIGHT TO READ PROGRAM to all the District's schools is planned as funds become available. A variety of reading programs are already underway throughout the District that would enhance the Right to Read effort. A library staffed by a full time librarian or assistant has become a central agreet to each school's reading program. Librarians are encouraged to stimulate pupil interest in reading both at home and at school. Other projects which will eventually complement the Right to Read program include: A supplementary reading program design to provide children in intermediate grades with reading materials for free study periods, a kindergarten program (SWRL) designed to help kindergarten children learn conceptual and basic phonetic skills; a program help young children to perceive more accurately, and an expanded program in the received of the language.



Right 2 Read Program

December, 1973

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Missouri 63135

ALL SCHOOL LIBRARY COMMITTEE. An all-school library committee can be a valuable asset in making the library resource center the hub of your school. It provides an opportunity for children to participate actively in the operation of the library and take some responsibility for its maintenance and use. The committee can be formed by selecting one representative from each classroom or grade level in the school, kindergarten through grade six. A chairman, co-chairman, and secretary should be elected by the committee members to conduct meetings twice a month with the assistance of the librarian.

Activities that can be handled by members of a library committee include:

Relaying library news to their respective classrooms.

Assisting the librarian with shelving and checking out books when class groups come to the library.

Preparing a library cart for storing old magazines, paperback tradeins, newspapers, and catalogs for cutting and clipping.

Providing a column for the school newspaper reporting on committee meetings and reviewing favorite books.

Preparing bulletin boards for special events and holidays.

Visiting printing plants and book binders.

Incouraging each classroom to sponsor a library event during the school year.

Assisting the librarian with book-binding and repairs.

Introducing new and interesting library material, to the children in their classrooms.

Sponsoring library contests for the best handmade book, the best book cover design, the best book riddles, the best student-authored play, etc. The committee can be responsible for acytein contest rules, publicizing the event, judging entries, and presenting the contest agards.



PARENT VOLUNTILERS BUSY IN CLASSROOMS. This fall Walnut Grove personnel started a new Parent Involvement Program for volunteers in the school. Thirty parents are now busy performing a variety of tasks which help the staff give increased personal attention and assistance to students.

Preparations for the program began last spring when the Right to Read Task Force designed a booklet to increase parental involvement at the school. Suggestions from teachers, parents, and publications on parent volunteer work were used to tailor the program to Walnut Gro'e's needs. The Parent Involvement booklet explains program goals, policies, and guidelines. In addition, it describes a wide range of activities which can be done both at school and at home. Parents have an opportunity to select the tasks most suited to their interests. They are also asked to sign a card indicating the length of their commitment. At the end of this commitment they have the option to continue the same task or select a new task.

The most important aspect of the program is that of providing background and training for parent volunteers. The Parent Involvement Program was introduced in October with a general orientation meeting. Dr. Doris Stumpe, assistant superintendent of elementary education, was present to express the district's desire for parents to become involved in the activities of their school. She also explained the philosophy, goals, and curriculum for the elementary schools, emphasizing the vital contributions parents can make to the education program.

Subsequent parent involvement sessions were conducted by the principal and R2R coordinator. These focused on pupil characteristics, principles of child psychology, and mini-workshops to train parents for specific tasks. The volunteers continue to meet every other month to weigh the successes and difficulties encountered in their work and to participate in additional mini-workshops. Pictured below are Mrs. Joan Upton, left, and Mrs. Roberta Britton, right, who assist students on an individual basis.





BOOKMENDING CLINIC. On the third Tuesday of each month, the Walnut Grove Home-making Center becomes a "Bookmending Clinic." Two mothers who have received special training direct a group of about eight volunteers who work for two hours mending form pages and repairing books, covering paperback books, and typing cards and pockets for books. Babysitting and refreshments are provided for mothers who attend the clinic.



LANGUAGE ENCOUNTERS. At Oakland University's Learning Strategy Center, graduate students have developed a variety of exciting language encounters which we will share with you in each Right to Read Staff Bulletin this year.

Language Encounter #108 (Language Patterns - Poetry)

Principle:

Poetry can convey factual as well as emotional or expressive content. Skill can be developed in recognizing patterns in poetry and limericks.

Approach:

Dinosaurs are <u>extinct</u> animals. They have become extinct for a variety of reasons. One theory is that climatic change led to the dominance of certain small warm-blooded animals who ate dinosaur eggs.

1. Have the children choral read the following poem by Carl S. Junge:

The Dinosaur

The dinosaur A beast of yore. Doesn't live here Anymore.

- 2. Engage in a word game in which students volunteer as many words describing how dinosaurs looked as they can. List these words on the board. Develop other ideas within the experience of the children. Big, powerful animals fight well and eat a lot, etc.
- 3. Why doesn't the dinosaur live here any more? Let students express their ideas. Then read the following poem by D. Newbury:

The Dinosaur Killer

An ancient little rodent named Tatum
Found some big eggs and he ate 'em.
Dinosaur eggs tasted so great
They sealed their own fate
Cause extinct is what Tatum has made 'em.

You may wish to discuss the meaning of extinct, relating it to the first poem.

- 4. Have children illustrate the poem. They may also wish to draw pictures of what would happen if dinosaurs did still live here. This could provide exciting oral language exchange.
- What Next? 1. Some children could be encouraged to write rhyming descriptions of other dinosaurs.
 - 2. What about other selections and readings about animals living today which resemble dinosaurs. See "If You Should Meet a Crocodile," Sounds of the Storyteller, by Bill Martin.



Language Encounter #110 (Divergent Responses - Abductive Thinking)

Principle: Books often provide literary models as springboards for language

production.

Approach: Read aloud the following quotation from If You Were An Eel, How

Would You Feel⁹ by Mina and Howard Simon, (Follett Publishing Co.,

Chicago, 1963).

Say I were an eel-As an eel
I would feel
Like hiding
and gliding
in green watery places
curving and wriggling
around slippery stones
among waving sea planks
and gently nibbling
the floating bits
that are the meals
of eels.

What Next?

Try some other topics now: Say I Were an Astronaut, Say I Were a Piece of Land, Say I Were a Clock. It is interesting to look at our environment from other angles. Sometimes it helps us to develop new insights and understandings of the importance of things about us.



CIRCUS! CIRCUS! On November 13, the Metro Theater Circus visited Walnut Grove to provide a delightful artistic and educational experience for primary pupils. The MTC is a touring company whose goal is to create an interest in children's drama and associated disciplines in local elementar, school. The program consisted of two segments. The first was a "story theater" where company members incorporated various art torms a such as storytelling, creative movement, drama, and music in the performance. Following this half-hour, company members worked in classrooms to involve anall groups of children in the creative process.





Right 2 Read Program

June, 1973

Walnut Grove School

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Mo. 63135

DEAR PARENTS:

The National Right to Read Project is a special program initiated by the U. S. Office of Education designed to improve reading instruction on a national level.

Participation in he Right to Read program has brought many benefits to Walnut Grove School. Through this project we have been able to improve and strengthen our existing reading program and services to your children.

We would like to share with you some aspects of the R2R Program carried on at Walnut Grove during this school year.

THE TEACHING STAFF made a special effort this year to improve reading instruction for all Walnut Grove pupils. Classroom reading programs were designed to meet the specific needs of individual children and to provide more time for reading and reading related activities.

A private spot for reading can always be found--whether in an igloo, under a desk, or in the library. Children have displayed more interest in reading and library circulation has increased significantly this year over previous years.







Je. --- Dubinski conducts an individualized reading conference for Kevin McDonald. The conference is an opportunity for the teacher and the student to share ideas about books they are reading.

Reading comes alive by recording one's own thoughts and feelings. Vocabulary and comprehension are taught by Miss Sharon McNeal using a group story about rainy weather, dictated by beginning primary pupils.



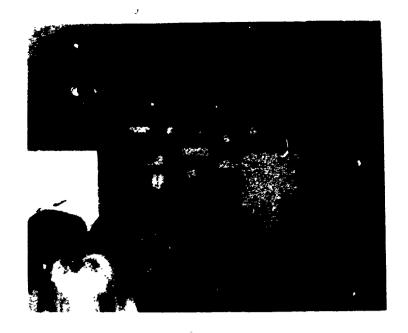


Right to Read provided four instructional aides to assist teachers to individualize reading programs. Mrs. Sherry Rich works with small groups of children in several classrooms.



છ હો

Flight 433 to Hawaii is now departing trom Gate 4. Intermediate students take primary children on board the giant airplane constructed by Walnut Grove pupils and guidance counselor Mr. Bill Sattley.



DURING THE YEAR STUDENTS have had many opportunities to develop orai and written communication skills through creative writing, drama, and discussion activities.

Poetry can be fun. Works of pupils from Room 100 included the following:

spaghetti
long, yellow
slides or my fork
I can smell it
noodles

by Linda Kellum

world
nice place
people live in it
world spinning around
planet

by Laura Smith

mirror
clear, glass
sec yourself
seven years bad luck
reflection

by Ken Montgomery



Making slides is one form of creative writing children always enjoy. During sharing time, Chris Amos explains to her creative writing group that "animals like people, but we don't like them."

ERIC

 \mathcal{J}_{i}



Miss Marjorie Banks, noted St. Louis author and educator, visited our students during National Library Week in April. She delighted children with her storytelling talents and explanation of how her five books were written and published. She also judged a writing contest in which pupils told why they would like to be an author. Miss Banks autographed copies of her books for the five contest winners.

Reading Is Fun for primary students on visits to the RIF Room in April and May where they selected four paperback books of their choice. The Reading Is Fundamental Project was sponsored by Right to Read this year.





A series of Right to Read "Library Evenings" began in February. The four programs were designed to increase interest in reading for both parents and children. Mr. Tom Hutchinson helps his sons Brian and Kevin weave bookmarks during the May "Library Evening."



Right 9 Read Program

May, 1973

arren M. Brown, Superintendent, 655 January Avenue, Ferguson, Missouri 63135

MEET THE AUTHOR" DAY

Miss Marjorie Banks, noted St. Louis author and educator, spent a day with Walnut Grove students during National Library Week. Miss Banks met with children from all grade levels in the library resource center and in classrooms. She delighted children with her storytelling talents and explanation of how her books were written and published. In conjunction with this visit, students participated in a writing contest telling, "Why I'd Like To Meet An Author," "What An Author Does," or "Why I Would Like To Be An Author Some Day." Miss



Miss Banks with Bob Layton.

Banks selected five prize-winning essays from among 71 entries submitted by students. Winners were Mike Henningsen, Vicki Williams, Randy Gintz, Bob Layton, and Lois Francis. Each received an autographed copy of a book by Miss Banks.

TWO AWARD-WINNING ESSAYS

WHY I WANT TO BE VEAUTHOR

To make children happy and it makes children's minds wider to reading. I d like to be an author and make them happier at school. I read some books. Then I go play. Then it's time to go to bed.

I would like to be an author because I think when I have children they will be an author. Then their friends will read their books and naine, and their children will read their books and naine. And it will keep on roung.

Mike Henningsen Community #1

WHY I WOULD LIKE TO BE AN AUTHOR SOME DAY

I would like to be an author some day because of their feelings. The way they could have their eyes open thinking of a story to write and then start day dreaming. There in a certain place it could be pretty or ugly.

Most of being an author is to feel—to really feel what you want the story to be about and to think you were the main character. An author wants to make the people who read the story to participate in the Lock and to feel part of it. So you see most of a some sfrom feelings; and I have lot of from really for when I grow up so I can use A some. English is also a part of authorizing a book. You must know how to use sureful from marks and all?

Vicki Villian Community



WORD RECOGNITION SKILLS. Word recognition is a very important aspect of any reading program. Children must acquire a facility in recognizing previously unknown words if they are to sufficiently expand their reading vocabulary. It is possible to identify at least six phases in word recognition. The first two, Visual Discrimination and Auditory Discrimination (discussed in the March R2R bulletin), can begin concurrently.

Visual Discrimination. Visual discrimination is the skill of seeing or recognizing that things are alike or different or that certain things have common properties. The beginning reader needs to know that -xxyz- and -milzf- are different, or that -zliof- and -zxim- have common properties.

It is very easy to test for visual discrimination when using the Language Experience Approach to reading or when using any basal approach. With either dictated stories or basal stories, the teacher can ask the child to "find this word somewhere else in the story."

The Rabbit

"We had a rabbit in our room," said Michael.

"It was white," said Sandy.

"It was John's rabbit," said Marsha.

"It got out of the box," said Doug.

In the above story, the teacher may point to the word "rabbit" and have the children find it somewhere else in the story. Other words such as "said" also may be used. Most children will be able to do this quickly. With others, it may take a short while. It may help to write a word twice on the board to teach likeness and difference:

rabbit		ball
	or	
rabbit		rabbit

Later the teacher can use experience stories or basal stories to help the pupils recognize common elements. In the example rabbit and room begin alike, as do Michael and Marsha.

Note that children do not have to know the alphabet to successfully do visual discrimination activities. The teaching of visual discrimination can begin the first day of school.

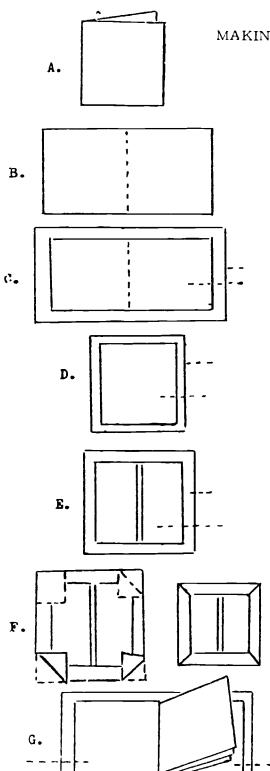
READING IS FUNDAMENTAL PROJECT -- A SUCCESS



Primary pupils visit the RIF Room to select their second book distributed through the Right To Read Program.

The children's response to the RIF Project has been extremely positive.

CREATIVE WRITING IDEAS



- MAKING BOOKLETS WITH DRY MOUNT
 - 1. Fold paper in half for pages. Diagram A.
 - 2. Sew along dotted lines with needle and thread (some teachers are mass-producing all sizes and shapes using their sewing machines to sew paper.) Diagram B
 - 3. Cut cloth or wallpaper one inch larger than book pages (lay open and flat to measure).
 - 4. Cut two pieces of cardboard (shirt cardboard works well) a little larger than pages. Diagram D.
 - 5. A piece of drymount is cut to fit between the cardboard and the cloth. Diagram E.
 - 6. Lay cloth flat, place drymount on top, then cardboard pieces. Leave space between cardboard pieces to allow book to open and shut. Diagram E.
 - 7. With iron, press a few places to hold card-board in place.
 - 8. Fold corners in; then fold top down and iron then fold bottom up and iron.

 Diagram F
 - 9. Cut second piece of drymount the same size as open pages. Lay drymount on open cover; lay open pages on drymount; press first page then last page to the cover. Diagram G.

CAUTION: NEVER PLACE IRON ON DRYMOUNT OR IT WILL STICK TIGHT



.

SUGGESTIONS FOR BOOK ILLUSTRATIONS AND LETTERING

- 1. Have children draw illustrations on paper cut smaller than the pages. Illustrations may then be done separately, which prevents any possible accidents from ruining the book.
- 2. Completed illustrations may be "set" in book by putting a dot of Elmer's glue in each upper corner and placing on page. This allows the illustration to "hang flat" on the page and tends to alleviate wrinkling.
- 3. Children enjoy using different kinds of paper for their illustrations. Try giving them a choice of ditto paper, fingerpaint paper, rice paper, newspaper (want ad sections), tissue paper, construction paper, stationery, wallpaper, etc.
- 4. Pair spray is an inexpensive fixative for pastels or charcoal. Several coats reduces smearing.
- 5. Some children become more involved if their stories or poems are a part of their illustrations. To achieve this, the illustrations are made directly on the pages and then the printing, typing, or lettering is added.
- 6. Children might like to experiment with the sizes and shapes of some words:

"BIG" 'SCARY"

as compared to "big"

or

as compared to "scary"

Printing or lettering which is a part of the illustration may follow different forms, such as:



8. Suggestions for media:

Torn tissue paper and india ink (use rubber cement or Elmer's glue to fasten tissue paper; being transparent the paper can be drawn over with ink or magic marker when glued).





Right 2 Read Program

March, 1974

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Missouri 63135

FAMILY LIBRARY EVENINGS. A series of Family Library Evenings during the school year increases parent interest in their children's and their own reading abilities. Some Family Evenings are designed for total family participation, while other programs involve parents and children in separate activities. To broaden use of the library, allow 15 to 20 minutes at the end of the evening for participants to browse and check out books. Make sure a shelf with a variety of good literature for parents is available. As an added attraction for the family affairs, raffle or auction books and magazines at the close of each program.

Enlist the support of your principal, librarian, reading specialist, and teachers to assist with these programs.

Suggestions for Getting Started:

- Library scavenger hunt to acquaint participants with the library and various areas of interest in it.
- . Parent discussion of popular adult literature led by a staff member from the high school.
- . Parent study groups led by the school's guidance counselor.
- . Presentation by a local author and/or illustrator to show how children's books are written and published.
- . Discussion of the qualities of award-winning children's books by an instructor of children's literature from a local college or university.
- . "Hobbies or Special Interests" nights when families can display their hobbies and share them with the group.
- . Travelogue on a foreign country.
- . Dramatic presentation by a local drama group or a high school drama group.
- . Craft project of weaving bookmarks presented by your art teacher.
- Puppet-making workshop where parents help their children make puppets from various scrap materials.
- . Folk music presentation by a local musician.
- . Family bookmaking project.



RINACHER DISCUSSION GROUPS. Walnut Grove teachers are meeting with the principal and RIR coordinator on a regular basis to exchange ideas and concerns about their individual reading programs. Volunteers from all teams and grade levels in the school are represented each time the group meets. The discussions take place after school and are conducted in a very informal manner with the following simple ground rules:

- 1. Only one component of the reading program is discussed at a session.
- 2. The meeting has a time limit of 10 minutes.
- 3. Each member of the discussion group must participate actively.

Conversations have centered around several relevant questions: What procedures do I use to place a child at his instructional level? How do I provide continuous progress for the individual child? Group members exchange ideas freely, question one another openly, and listen with professional interest to all participants' contributions. In future meetings other items of interest will be covered. These include ideas for providing variety in a child's total reading program and evaluating a child's progress in an individualized organizational pattern.

Notes taken at these meetings will result in a summary report from which generalizations can be made about the school's total reading program. The staff will then be asked to pinpoint strengths and weaknesses of the reading program. Inservice to cover the weaknesses and staff needs can be planned for the 1974-75 school year.



Teachers discuss strengths and weaknesses of their reading program.

GOOD READING FOR TEACHERS

Reading Is Only the Tiger's Tail by Robert A. McCracken and Marlene J. McCracken. Leswing Press, 1972.

Key Words to Reading: The Language Experience Approach Begins by Jeanette Veatch. Charles E. Merrill Publishing Company, 1973.

Classroom Learning Centers by John F., Morlan. Fearus Publishing, 1974.

Ideas for Learning Centers by Llaine Moore and Jerri Greenlee, Feardon Publishing, 1974.



READING WITH THE PRINCIPAL. At various times of the day two or three students can be found enjoying a visit to the principal's office. This is a time set aside for the children and the principal to share their feelings about books and reading.

A schedule of each team's reading period is kept posted in the principal's office to insure that no child will be taken from the classroom during other relevant learning sessions. Teachers, on request, randomly select several students to share their reading period with the principal. To gain some knowledge of a child's instructional level, the principal will ask each one to bring some reading material with him. This could be a basal, workbook, paperback, skill practice sheet, comic or library book, skill-kit material, magazine or any software that can serve as an indicator of level, interests, or needs.

Impromptu activities evolve as participants become better acquainted in the informal atmosphere. These might include reading orally to one another, describing favorite characters, breaking words into syllables, role-playing an exciting situation, reading for the main idea, or developing titles into a choral reading.

These relaxed breaks in the child's regular schedule have resulted in various outcomes. Children see the principal as one who is knowledgeable about the teaching of reading and as a person who not only reads, but enjoys and values the process. Students have reacted very favorably to these sessions.

As a follow-up, the principal usually calls the home to share each child's participation and progress with the parents.



"We didn't know principals did this!"

BOOK OF THE MONTH. Students in each learning community in the school are now selecting a favorite book to feature as their "book of the month." A display, depicting high-lights of the book, is placed outside the room for all to enjoy. At the end of the month a Walnut Grove Best Sellers List" is compiled from the book of the month selections and featured in the Labrary.



LANGUAGE ENCOUNTER #101. Developed by Dr. Harry Hahn, Oakland University, Rochester, Michigan.

Language Patterns - Literary Innovation

Principle:

Authors often rely on repetitive literary structure to develop interesting stories and poems.

Approach:

Read aloud The Important Book by Margaret Wise Brown. Note the structure of this significant book. It provides an example of one type of paragraph organization which is often used by salesmen. The opening sentence presents the big idea, useful elaboration follows and the paragraph closes with the big idea again.

Examples:

I

The important thing about a home is that you live in it.
You eat and sleep in it.
You fight with your brothers and sisters in it.
You are "bossed" by your mother in it.
But, the important thing about a home is that you live in it.

Γ

The important thing about the principal is that he is the boss. He tells the children what to do. He tells the teachers what to do. And sometimes he tells the custodians what to do. But, the important thing about the principal is that he is the boss.

What Next?

Go for a field trip or walk. Discuss what is important about what the children observed and encourage young people to identify the generalization or unifying idea.

<u>DAFFY DEFINITIONS</u>. This language activity provides an opportunity for students to play with words and have fun doing it. Give several samples of daffy definitions and then let them take off on their own.

A Big Wig What do you call a hairpiece for a giant? Rabbit - Habit What do you call multiplication? A Frizzly Grizzly What's a bear who's just washed his hair? A Cocky Doodle What do you call a rooster who scribbles? An Ouch Couch What do you call a sofa with a broken spring? What do you call the refrigerator compartment A Cold Hold of a ship? A Beef Thief What do you call a cattle rustler? A Horse Course What do you call a race track?



Ferguson-Florissant School District

Right 2 Read Program

January, 1974

Warren M. Brown, Superintendent, 655 January Avenue, Ferguson, Missouri 63135

RIGHT TO READ REPORTS TO PARENTS. As the mid-point of the 1973-1974 school year approaches, we would like to take this opportunity to bring you up to date on some of the achievements of the Right to Read Program at Walnut Grove. We are proud of the many improvements made in our reading program since R₂R's initiation and enjoy sharing with you a few of the exciting events that are taking place in your school.





CIRCUS! CIRCUS! On November 13, the Metro Theater Circus visited Walnut Grove to provide a delightful artistic and educational experience for primary pupils. The MTC is a touring company whose goal is to create an interest in children's drama and associated disciplines in local elementary schools. The program consisted of two segments. The first was a "story theater" where company members incorporated various art forms such as storytelling, creative movement, drama, and music in the performance. Following this half-hour, company members worked in classrooms to involve small groups of children in the creative process.

BOOKMENDING CLINIC. On the third Tuesday of each month, the Walnut Grove Homemaking Center becomes a "Bookmending Clinic." Two mothers who have received special training direct a group of about eight volunteers who work for two hours mending torn pages and repairing books, covering paperback books, and typing cards and pockets for books. Baby-sitting and refreshments are provided for mothers who attend the clinic. Additional volunteers are always welcome!



WALNUT GROVE AUTHORS. Chrystal Jackson, St. Louis illustrator and author, recently completed a bookmaking project at Walnut Grove. Twenty-five fifth and sixth grade students went through all the steps involved in publishing books.

The project began with Chrystal's presentation about her travels in Spain which led to her first book <u>Wendy and the Gypsies</u>. She explained the steps involved in preparing a book for publication and helped children begin to think of interesting subjects for stories. She also showed them how to arrange space in their first "dummy," or practice book, for their illustrations and printed text. For several weeks the children worked to design this first dummy and to compose the story for their book.

During her next visit, Chrystal demonstrated various ways of illustrating books. The children experimented with many techniques of illustrating using watercolors, magic markers, and pencils. Following this visit, the children prepared a second dummy in which they arranged their story and pictures making any final corrections needed. Then they prepared the final copy of the book.

The last stage of the project was conducted by Mr. Donald Hunsey of University Bindery. Mr. Hunsey explained the history of bookbinding and showed the students how to sew and glue their books together with the materials he provided for the project.

The result of the three-month project was twenty-five well-written and entertaining books. In addition, the children now have a greater appreciation of an author's work and the lengthy process of publishing a book.









1 ,

PARENT VOLUNTEERS BUSY IN CLASSROOMS. This fall Walnut Grove personnel started a new Parent Involvement Program for volunteers in the school. Thirty parents are now busy performing a variety of tasks which help the staff give increased personal attention and assistance to students.

Preparations for the program began last spring when the Right to Read Task Force designed a booklet to increase parental involvement at the school. Suggestions from teachers, parents, and publications on parent volunteer work were used to tailor the program to Walnut Grove's needs. The Parent Involvement booklet explains program goals, policies, and guidelines. In addition, it describes a wide range of activities which can be done both at school and at home. Parents have an opportunity to select the tasks most suited to their interests.

The most important aspect of the program is that of providing background and training for parent volunteers. The Parent Involvement Program was introduced in October with a general orientation meeting. Dr. Doris Stumpe, assistant superintendent of elementary education, was present to express the district's desire for parents to become involved in the activities of their school. She also explained the philosophy, goals, and curriculum for the elementary schools, emphasizing the vital contributions parents can make to the education program.

Subsequent parent involvement sessions were conducted by the principal and R₂R coordinator. These focused on pupil characteristics, principles of child psychology, and mini-workshops to train parents for specific tasks. The volunteers continue to meet every other month to weigh the successes and difficulties encountered in their work and to participate in additional mini-workshops. Pictured below are Mrs. Joan Upton, left, and Mrs. Roberta Britton, right, who assist students on an individual basis.





BRING V BOOF VI 2:50. Since December, a short period at the end of each day has been set aside for an ill-school reading time. Everyone in the building, both students and staff, finds something to read for ten minutes. The purpose of this activity is to provide a daily opportunity for recreational reading and to encourage reading for enjoyment. So if you visit A albut Grove at 2:50 any afternoon, bring along a book or magazine and join us!



READING IS FUN FOR EVERYONE. "Reading Is Fundamental" is a national organization designed to motivate children to want to read. The national goal of RIF is to help make books and reading a natural part of every child's daily experience.

RIF provides ownership of inexpensive paperback books and permits freedom of choice. Ownership helps develop a responsibility toward books and fosters a joy in reading. The adventure of shopping among books to select just the right one for his own provides a special old a sure to a child. The act of selection itself—can be a valuable learning experience.

During this time, primary children will receive four paperback books of their choice and bindergarten pupils will receive two books. The intermediate grades will receive RIF classroom libraries this month for students' use during the rest of the year.

We hope that you will encourage your child to read the books he receives from the Reading Is Fundamental Project. Our thanks to the Ferguson Bank for their help in sponsoring the I roject this year.

RER LIBRARY EVENINGS. Three R2R Library Evenings were offered during the first semester of the school year. The sessions involved discussion groups for parents on effective techniques of communication. Children participated in a variety of activities including puppetry, drama, and folk music.

The Library Evenings will resume in February and run through May on the second Tuesday of each month. Remaining programs are designed for family participation. We hope that you will make an effort to attend one or more of the upcoming Library Evenings.

STAFF DEVELOPMENT. The major goal of the Right to Read Program is to improve the reading performance of our students and to increase their interest in reading. We are fortunate at Walnut Grove to have staff members who are willing to spend a great deal of tire to a complish this goal. In the past two years, our teachers have participated in the errors workshops and training sessions after regular school hours and during their their mer vacations. As we increase of knowledge about the reading process, we are able to the deg continuous improvements in the reading program for each of your children.

Ferguson - Florissant School District
WALNUT GROVE SCHOOL

1.48 N. Firrasant Roal. Ferguson Missouri 69135

Non-Profit Org.
U S. POSTAGE
P A I D
St. Louis, Mo.
Permit No 2282



APPENDIX Z

R2R EVALUATION REPORT Walnut Grove School May, 1973

PROJECT DIRECTOR:

Mrs. Thelma Williams

Principal

PROJECT COORDINATOR:

Miss Anne Keence Reading Specialist

TOTAL NUMBER OF STUDENTS PRESENTLY IN SCHOOL BY GRADE LEVEL (All students are included in the Right to Read Program.)

 Kindergarten
 86

 Grade 1
 69

 Grade 2
 73

 Grade 3
 71

 Grade 4
 104

 Grade 5
 95

 Grade 6
 98

ETHNIC BREAKDOWN BY GRADE LEVEL

The greater majority of Walnut Grove pupils are white. Therefore, the figures in the following table represent the number of pupils in each ethnic category rather than the percentage.

	W	В	SP	I	0	Oth
Kindergarten	37	1				
Grade 1	65	<u>r</u>				
Grade 2	68	4				
Grade 3	66	4			1	
Grade 4	95	8		1		
Grade 5	88	5		1	:	
Grade 6	91	7				

W = White

0 = Oriental

B = Black

SP = Spanish American

I = American Indian

Oth = Other

ETHNIC BREAKDOWN OF TEACHERS BY GRADE LEVEL

Twenty-six staff members are directly involved in the Pight to Read Program. There is one black teacher on the first grade team; all other teacher, are write.



PROGRAM OBJECTIVES

Right to Read program objectives were developed by the Unit Task Force during the needs assessment and program planning procedures process conducted in the spring of 1972. At that time, the following critical goals were established for the Walnut Grove site:

- 1. Students will improve oral and written communication skills in order to facilitate reading.
- 2. Students will increase comprehension by improving listening and reading skills.
- 3. The teacher will increase his ability to develop expressive language skills.
- 4. The teacher will improve in his ability to develop skills of comprehension.
- 5. The community will have a greater realization of the importance of attitude and motivation as it effects learning.

All Right to Read activities were specifically designed as initial efforts to achieve these critical goals. Analysis of test data will determine the degree to which the objectives were met during the first year of the Right to Read Program's operation.

During staff development sessions, teachers received training in techniques which develop language skills and comprehension skills. Activities implemented in the classroom instructional programs to develop these skills include creative writing activities, use of the Language Experience Approach in primary grades, group discussion techniques, drama activities, effective questioning techniques, and directed reading thinking activities.

R2R STAFF DEVELOPMENT

Following the Right to Read planning grant award, an intensive staff development program was developed for the Walnut Grove site. The program was based on the needs assessment and program planning procedures conducted by the Unit Task Force in the spring of 1972.

The initial stage of staff development consisted of a six-week summer institute attended by 22 teachers, the school principal, and the school librarian in June and July. This staff development institute, graduate credit from the University of the souri at St. Louis was granted to staff members who



completed the following course requirements: active participation in work-shop activities, submission of a daily log of activities, completion of one choice project and two reading case studies.

The course, A Diagnostic Approach to the Classroom Teaching of Reading, consisted of two segments. Part one concentrated on the diagnostic process: understanding the nature of diagnosis, collecting and summarizing diagnostic information, and continuous diagnosis and evaluation. Part two of the course related to instruction: basic concepts and principles of reading instruction, various approaches to reading, selecting materials in terms of instructional objectives, and reading in the open school.

Among visiting consultants who served as instructors for the course were:

Dr. W. Porsey Hammond - Language Experience Approach to Reading Oakland University

Dr. Ronald Cramer - Creative Writing
Oakland University

Dr. Veralee Hardin - Diagnosis and Learning Problems University of Missouri

Dr. Leo Rodenborn - Diagnosis/Prognosis; Selecting Materiels University of Missouri at St. Louis

Dr. Tom Schnell - Reading in the Content Areas University of Misscuri at St. Louis

Dr. Wallace Ramsey - Word Recognition Skills University of Missouri at St. Louis

Dr. Richard Burnett - Diagnosis/Prognosis University of Missouri at St. Louis

Mr. Robert Bush - Remediation University of Missouri

Dr. Laurence Passmore - Teacher/Pupil Relationships Indiana State University

Mr. Gordon Hill - Teaching Reading in the Open School Headmaster, Stafford-Lees School, Leichester, England

Dr. Delcres Durkin - Teaching Reading to Young Children University of Illinois

The third aspect of the summer course provided teachers with an opportunity to put their class work into practice with Walnut Grove pupils. Kindergarter and first grade pupils were invited to attend a four-week Oral Language Development Frogram. The daily two hours of instruction for these

ERIC Full Text Provided by ERIC

children included conversation times, reading and writing activities, music. art, drama, and game activities. Intermediate pupils attended one-week sessions during which time teachers were able to gather diagnostic information and to get acquainted with their future students on an informal basis.

Among the projects completed by the teachers as part of their course work were:

Team 1

Development of a Language Experience Beginning Reading Program for ninety first and second grade pupils.

Team 3

Development of comprehension questions on the literal, interpretive, and evaluative levels using the Ginn, READ, and MacMillan reading series. The questions were designed to correlate with the district's Reading Objectives Checklist. (See attached Supplement A)

Team 4

Organization of a skill development program and recording system to correlate with the district's Reading Objectives Checklist.

Team 5

Development of a "diagnostic information" sheet for recording test data on individual students.

Preparation of a social studies packet which focused on reading skills in this content area.

Development of test items for the comprehension sections of the Reading Objectives Checklist.

Compilation of a resource guide of available materials for teaching phonics skills.

Team 6

Preparation of conference cards, activity cards, and answer cards for a variety of paperback books and Scott Foresman's <u>Invitations</u> to <u>Fersonal-ized Reading</u> books.

Development of a record-keeping system of cards for reading and language skills based on the Reading Objectives Checklist.

Compilation of reading skills file from a variety of sources including skills from beginning reading through junior high level.

Team 7

Preparation of conference cards for stories in Scott Foresman's Vistas. Ventures, and Open Highways readers for use in the individualized reading program.

Taping of the paperback <u>Pink Motel</u> and development of comprehension questions for each chapter for use as an independent <u>Listening Center</u> activity.

Construction of game boards for drill and practice of reading skills.

ERIC "
Afull Year Provided by ERIC

Librarian

Compilation of an inventory of all reading materials in the Library Resource Center and in classrooms.

A summary evaluation of the summer institute for teachers is analyzed in Supplement B.

The area of staff development has received continued emphasis during the year through in-service with reading consultants and graduate course work offered by the University of Missouri at St. Louis.

Dr. W. Dorsey Hammond worked with teachers on beginning reading skills and creative aspects of the Language Arts Program in October, 1972. He returned in May, 1973, to help primary teachers evaluate their use of the Language Experience as a beginning reading approach. Dr. Veralee Hardin assisted teachers with prescribing for specific classroom reading problems. Dr. Ronald Cramer spent three days with the staff to develop concepts in "directed reading-thinking activities" and creative writing. He also made a presentation on comprehension skills at a workshop for all district reading personnel and secondary level content area teachers.

During the first semester of the year, nine Walnut Grove teachers and twenty other district teachers attended a three-hour course on <u>Teaching Reading</u> in the Content Areas. A three-hour course on <u>Learning Disabilities</u> was attended by seven Walnut Grove teachers and twenty-two personnel from other schools during the second semester.

Staff development will continue during the week of August 20th, 1973. Staff members will work with several reading consultants to further their know-ledge of continuous diagnostic procedures and motivational techniques.

DIAGNOSTIC/PRESCRIPTIVE APPROACH

All aspects of the R2R summer staff development course were designed to improve teacher knowledge of the diagnostic-prescriptive process.

Walnut Grove teachers received background information on both formal and informal diagnostic tools; learned how to administer and interpret the instruments and began diagnosis on their students under the supervision of visiting reading consultants. Diagnosis resumed in September. Standardized tests such as the Screening Test of Academic Readiness, the Stanford Early School Achievement Test, and the California Test of Basic Skills were administered on a

ERIC ENUMERICATION FROM

district-wide basis. At Walnut Grove, diagnosis continued using the Reading Objectives Checklist, informal reading inventories, interest inventories, and individual conferences to determine student placement for reading instruction.

Prescription varied according to the specific needs of each child.

Walnut Grove pupils are using a variety of reading approaches and materials:

Language Experience, basal reading programs, individualized reading programs,

free reading periods, library materials, and many supplementary materials.

(Supplement C)

A majority of the teachers continued diagnosis at frequent intervals to ensure continuous and sequential reading progress for each child during the school year.

UNIT TASK FORCE

During the planning phase of the R2R Program at Walnut Grove, Dr.

Leonard Breen was available to assist the Program Coordinator and Task Force on two occasions. Technical assistance was not received again until December 20, 1972. Had this help been available when originally requested, progress toward meeting stated goals may have been expedited.

Subsequent visits by Dr. Charles Shipman and Dr. Peggy Ransom have been productive and provided a great deal of help to the Program Coordinator.

PLANNING AND REPORTING MATERIALS

The Program Planning Procedure materials and the Status and Reporting Center kit were complicated and time-consuming to complete. However, they did provide an orderly and systemmatic plan for developing an effective program. The high degree of visibility of the materials is a very important factor in their usefulness. The Status and Reporting Center serves as a capsule summary of our R2R Program and a guide for its operation.

PARENT INVOLVEMENT

Continuous efforts have been made to interest parents in reading and the Right to Read Program. During the first weeks of school, the Unit Task Force met to discuss ways of involving parents in school activities. With the help of the Task Force and parent volunteers, the Program Coordinator



designed a Parent Involvement Program to be initiated during the 1973-74 school year. (Supplement D).

The September PTA meeting focused on the accomplishments of the R2R Program during the summer and informed parents of future R2R goals. In December, a R2R bulletin was mailed to parents in the school area to insure that all were aware of the Program. A pictorial bulletin describing the accomplishments of the year will be distributed to parents during the last week of school.

Approximately twenty-five parents worked as volunteers to provide services to Walnut Grove students. They assisted in the library and in class-rooms with small groups and individual children. Several workshops have been conducted to train volunteers for their specific duties. Four parents received intensive training as tutors during an eightwheek program funded by the Missouri State Department of Education. These parents have been particularly helpful to the teaching staff.

A "Book-mending Clinic" was initiated in Jrauary. Ten mothers volunteered a morning each month to repair damaged library books. In the five clinic sessions, approximately 200 books were mended and put back into circulation for use by Walnut Grove pupils.

A "Right to Read Library Evening" for parents and children was initiated in February. The goal of this activity was to involve parents in reading and to provide good books for them to read. The series of four programs was successful. (Supplement D).

READING IS FUNDAMENTAL PROJECT

The Reading is Fundamental Project at Walnut Grove operates on a relatively small scale. Therefore, it is being administered by a subcommittee of the R2R Unit Task Force. This group determines policy and direction, fund raising, publicity, book selection and ordering, and book distributions for the project. Additional volunteers were sought to implement the project.

The target population for the Walnut Grove RIF Project consists of students in the primary unit (grades 1-3). This group of children was selected in order to coordinate the RIF Project with the Right to Read emphasis on improved reading instruction for primary purils.



The initial book distribution began in April and will continue for eight weeks on Friday afternoons. Each primary pupil will select four books of his choice on his visits to the RIF Room. During the last weeks of the distribution kindergarten pupils will select two books. The number of students served by the project is as follows:

Because the RIF Project has been in operation for such a short period of time, it is difficult to determine if it is increasing the amount of student reading. However, the extreme delight of the participating children would seem to indicate that the RIF Project will have positive results.

Approximately six parents assisted the school librarian and the R2R Coordinator with the book distributions. Parent and teacher comments about the RIF Project have been positive.

The RIF Project will operate for the full 1973-1974 school year and will be extended to include intermediate students to some degree. We will be able to assess the effects of the Project in greater detail at that time.

R2R DISSEMINATION

Staff members have explained various aspects of the R2R Program to district teachers at in-service sessions during the school year. On District Curriculum Day in February, Walnut Grove teachers presented workshops on the following tepics: Reading Skills in the Content Areas, Independent Reading, Role Playing and Small Group Interaction, The Open Classroom, Value Games—Value Clarification, and Storytelling to Kindergarten Students.

R2R bulletins to acquaint district teachers and other R2R sites with our Program were distributed in November, March, and May. All bulletins deal with specific program aspects which can be implemented in other schools. (Supplement E).

Walnut Grove School is visited by teachers, principals and consultants from other school districts who wish to observe the instructional program which



has been developed here. Students from local colleges and universities frequently spend time in the school for this purpose also. Many of these visits result in requests for further information about replicating components of the program.

In May, 1973, the Ferguson-Florissant School District Board of Education was notified that the district's Special Needs Project Application for \$4,962. to broaden the Right to Read Program currently underway at Walnut Grove School had been approved by the State Department of Education. The funding will provide for the purchase of tapes, filmstrips, and individualized reading kits. This material will be used to expand the skill and comprehension-oriented program into Coxts, Duchesne, and Lee Hamilton schools next year.

On April 6, 1973, Walnut Grove personnel contributed to the Spring Conference of the Saint Louis Suburban Teachers' Association. Seven R2R staff members made a two-hour presentation summarizing the major components of Walnut Grove's Right to Read Program. The session was attended by 50 teachers from various school districts in Saint Louis County.

EVALUATION PROCEDURES

Walnut Grove teachers, the R2R Evaluator, and the R2R Program Coordinator were involved in evaluating the effectiveness of the 1972-1973 Right to Read Program.

Classroom teachers were responsible for conducting formal and informal evaluation of all Walnut Grove pupils. Formal evaluation was conducted at the beginning and the end of the school year. Among the instruments administered were the Gates MacGinitie Reading Test, the Stanford Early School Achievement Test, the Screening Test of Academic Readiness and the Estes Inventory of Reading Interests. A majority of the teachers conducted on-going, informal assessment of pupil progress throughout the school year.

In-depth analysis of all statistical data and summarization of the results will be prepared by the R2R Evaluator during the summer months. This evaluation will have two components. First, the gains made by Walnut Grove pupils from September, 1972, to May, 1973, will be determined. In addition, a comparison will be made between Walnut Grove pupils and pupils at Graham School where the Right to Read Program was not available. Graham School was selected for this



comparison because it is most similar to Walnut Grove (team teaching, open classroom, socio-economic status of pupils, etc.).

All other aspects of the Right to Read Evaluation were prepared by the $\mbox{\ensuremath{\mbox{\sc Program Coordinator.}}}$

It is difficult to estimate the number of man-hours spent in conducting evaluation of the Right to Read Program. The staff and Program Coordinator have devoted several weeks during the month of May to complete the evaluation information for Contemporary Research Incorporated. (Supplement F)

TINDINGS AND RECOMMENDATIONS

The following recommendations for improving the program at Walnut Grove School will be incorporated into the proposal for the 1973-1974 Right to Read Program.

Informal student evaluation and teacher comments indicate that favorable changes in pupil performance have resulted from various aspects of the instructional program implemented during the past year. Use of the Language Experience Approach for beginning readers, of "directed reading-thinking activities" to teach comprehension skills, and of creative writing to improve communication skills will be continued. Staff development activities during the coming year will focus on strengthening these reading practices.

While staff members used diagnostic-prescriptive techniques to a greater extent than in previous years a more thorough and on-going application of these techniques need to be stressed. Refinement of teacher competency in diagnosis and prescription will receive particular attention in the staff development design.

Since library activities conducted as a part of the R2R Program enjoyed a fair measure of success, efforts will be directed at maintaining and expanding these services. Motivational techniques to increase library circulation, the Library Evening Series for parents and children, the Reading Is Fundamental Project, and other aspects of the total library program will be strengthened.

The use of a half-time instructional aide for each teaching team will be discontinued. The budget for next year's R2R Program does not include sufficient funding to re-employ these personnel. The aides did provide valuable assistance to the staff, particularly with implementing innovations in the



instructional program. However, there were also several problems regarding the use of the aides due to a lack of communication with teachers. In some cases, teachers either failed to provide adequate direction for the aides or used them for activities which did not result directly in improved reading instruction for Valnut Grove students. These problems weakened the effectiveness of the instructional aide program.

All other aspects of the Right to Read Program will be continued: Unit Task Force leadership role, parent involvement activities, program evaluation, and dissemination efforts.



PRIMARY MATERIALS

Basal Reading Programs

Houghton Mifflin Readiness Program. Southwest Regional Laboratory. Houghton Mifflin Readers. Ginn 360 Series. READ Series, American Book Company

Individualized Reading Programs

Yearling Reading Centers, Noble and Noble Publishers. Scholastic Individualized Reading Kits.

Language Experience Approach

A majority of beginning primary pupils and low achievers in other primary levels are using the language experience approach.

Supplementary Materials

Sounds of Language Series.
Scott Foresman Reading Systems.
Peabody Oral Language Development Kits.
Ginn Language Development Kit.
Rhythms to Reading.

Comprehension

Teacher-developed "directed reading-thinking activities." Reading Thinking Skills, Continental Press.

Phonetic and Structural Analysis

Singer Initial Consonant Learning Module.

Talking Alphabet, Scott Foresman and Company.

Durell Speech-to-Print Phonics.

Listen and Do Consonant and Vowel Tapes, Houghton Mifflin.

Teacher-prepared materials.

INTERMEDIATE MATERIALS

Basal Reading Programs

READ Series, American Book Company.

Ginn Series (all levels).

Goals in Reading, Harcourt Brace Jovanovich.

Open Highways Series (all levels), Scott Foresman and Company.

Singer Literature Series.



Individualized Reading Programs

Scholastic Individualized Reading Kits (all levels). Yearling Reading Centers, Noble and Noble Publishers. Individualized paperback books ordered separately.

Phonics and Structural Analysis

Phonics We Use Game Kit, Lyons and Carnahan.
Phonics We Use Workbooks, Lyons and Carnahan.
Ginn Word Enrichment Program (all Levels).
Reader's Digest Skill Fuilders.
Conquests in Reading, McGraw Hill Book Company.
SRA Reading Laboratory, Science Research Associates.
Durrell-Murphy Phonics Practice Program.
Self-Instruction Vowel Sounds Kit, Milton Bradley.

Comprehension

Teacher-prepared "directed reading-thinking activities."
Reading for Concepts, McGraw Hill Book Company
Reading for Meaning, J.P. Lippincott Company.
Reading for Understanding, Science Research Associates.
Power Builders, Science Research Associates.
Grow In Word Fower, Reader's Digest.
Clues Reading Tapes and Magazine, Educational Progress Corporation
Pilot Libraries, Science Research Associates.
Audio Reading Laboratory, Education Progress Corporation.

Supplementary Materials

Writing Skills Laboratory, Science Research Associates.
Organizing and Reporting Skills, Science Research Associates.
Controlled Reader, Educational Developmental Laboratory.
Language Master, Bell and Howell.
District Developed Packets and Units

My Word - Dictionary
Study Skills
Greek Myths
Fiction
Reference Skills
Newspaper Center
The World of Poetry
Propaganda
Thirty Outlining Skills
Electric Chicken (Media)
Fire-Eunter
Spectrum



June 7, 1973

MEMORANDUM

10:

Anne Keence

FROM:

George R. Fritz

PEF:

Preliminary Evaluation of the Right to Read Program

The primary purpose of this preliminary evaluation was to determine the success of the Right to Read Project in meeting the program objectives. Specifically, the evaluation was decigned to assess a variable generally identified for purposes of the research design as reading achievement.

In order to determine the overall effect of the program on reading achievement a series of standardized reading tests were administered in grades K-6 to all students who participated in the program. These instruments, along with the deces they were administered, are listed below.

Grade Level	Listrument	Pro-Test	Post-Test
K	Screening Test of Academic Readiness	Sept., 1972	May, 1973
1	Stanford Early School Achievement Test	Sept., 1972	May, 1973
1-6	Gates-MacGinitie Reading Tests	May, 1972	May, 1973
4-6	Comprehensive Test of Basic Skills (Reading Sub-Test)	Sept., 1972	Sept., 1973

In May, 1973 pre and post-uest comparisons were made at the Kindersarten level using sloves conducted from the Screening Test of Academic Readiness (STAR) and at the first trade level using two sub-test scores from the Stanford Early School Achievement lest. A t-test technique was used to test for significant differences between the and post-test plones at both the Kindersarten and first grade levels. The results of these comparisons are shown in the table below.

Table I: A Comparison of the Results of the Screening Test of Academia Resources

Fre-test	Mean 51.59	N		s ²	t
Fost-tes.	59.05 .	80	•	151	9.29*

* Significant as alpha = .01

Table II: A Comparison of the Results of the Letters and Sounds Sub-test of the Stanford Early School Achievement Test

Pre-test	Mean 71.07	N	_s ²	t
Post-test	76.59	57	619.80	1.73*
	* Significant at	alpha = .10		

Table III: A Comparison of the Results of the Aural
Comprenensive Sub-test of the Stanford
Early School Achievement Test

Ire-test	Mean 57•94	N	₈ 2	t
Post-test	76•59	57	474.7	2.35.*
	• • • • • • • • • • • • • • • • • • • •			

* Significant at alpha = .05

As Table I shows the difference between the mean pre and post-test scores on the STAR was significant at the .Ol level. This comparison reflects the level of gain of the Kindergarten students included in the sample between September, 1972 and May, 1973. Since the purpose of the STAR is to measure a student's general level of academic readiness, it can be concluded from these results that the students included in the sample have shown definite improvement on this measure and are now better prepared to enter first grade.

Table II shows the results of the comparison between pre and port-test scores on the Letters and Sounds sub-test of the Stanford. As indicated in the table, the difference between the pre and post-test scores on the Letters and Sounds sub-test was significant at the .10 level. Table III shows that the comparison between the Aural Comprenension pre and post-test scores on the Stanford was significant at the .05 level. Both sub-test scores are useful predictors of success in learning to read and general academic readiness. Since in making the comparison between the pre and post-test scores scaled scores were used, the comparison takes into account the different ages of the students at the time of the pre and post-testing periods. The scores then can be directly compared and the differences interpreted as real level of fain on the part of the students included in the sample. The results then strongly indicate that on these two out-tests the first grade students included in the sample students included in the reading achievement variable.

Ω

At the time of this preliminary evaluation the results of the Gates-MacGinitie Reading Tests which were administered i. May, 1973 are not available. Since the May Gates scores were to be used as post-test scores in grades 1-6, it is not possible to include a comparison of pre and post-test Gates scores in this report. The Comprenensive Test of Essic Skills will not be administered until September, 1977. The reading sub-test scores obtained then will be used as a post-test measur and will be compared to the CTBS readin scores obtained in September, 1972. Then the post-test results of both the Gates and the CTBS reading sub-tests are available, pre and post-test comparisons will be made at each grade level. The results of these comparisons are opviously of critical importance to the evaluation of the Right to Read Program and will provide a more comprehensive picture of the effectiveness of the program. Also, pre-test data has been collected using the Estes Reading Inventory -- an instrument des med to measure student attitudes toward reading. These reading attitude scores will serve as caseline data and will be compared with subsequent Estes scores that will be obtained periodically throughout the next year of the program.

As indicated earlier, this is a preliminary evaluation designed primarily to provide taseline data for a more thorough evaluation of the program to be conducted next year. However, when the Gates and CTBS scores are available, we will be able to make at least a preliminary judgement about the effectiveness of the program uring this past year. Also, since we have established and groups for next year and have already begun to collect data from them, with soon have a basis for comparing the students in the Right to Read Program with students in selected control schools. At this time them, since we are lacking the Gates and CTBS post-test scores as well as an adequate control group, it is not possible to make a final judgement about the overall effectiveness of the program. That should not detract from the fact, however, that the data presently available does indicate that at the Kindergarten and first grade level the program has been successful.

. 13

7

LIERARY CIRCULATION

The number of books circulated through the Library Resource Center may serve as an indication of children's interest in reading.

The following table compares library circulation for the 1971-1972 school year (before the R2R Program was initiated) to circulation for the 1973-1973 school year when the R2R Program was in effect. The statistics show that there was a significant increase in the number of books checked out by Walnut Grove pupils after the initiation of the R2R Program.

	1971-1972	1972-1973
School Population	734	636
Months		
September	760	1865
Outober	2106	2704
November	2092	2530
December	1601	1900
January	1827	2910
February	1855	2350
March	1835	2088
April	1870	2456
May	1417	1937
Total	15,413	20,741



.40

TEACHER COMMENTS

About two-thirds of the kindergarten children were introduced to beginning reading. Reading readiness skills were stressed more this year. I have gained confidence in my own ability to teach reading.

A greater number of kindergarten children were introduced to beginning reading than in previous years. This is partially due to the fact that Right to Read provided an aide to work with children, which allowed the teacher more time with small groups. I also used experience stories to a greater extent this year.

Both the children and I learned a lot using Language Experience this year. In September, it was a good way for us to get to know each other on a one-to-one basis. The children really opened up and became more verbal and more self-confident. We did have a problem getting the three-day cycle in with all the children. I don't think we realized the amount of time Language Experience requires.

Language Experience allowed me to use a more personalized method of teaching reading and to get to snow each child's needs and interests. I feel that I didn't have enough motivating activities for children to use with their word cards. I also needed more resources for developing primary "directed reading-thinking activities."

The children seemed to enjoy reading more this year using the Language Emperience Approach. This was an incentive to the teacher to spend more time in planning in order to sustain this interest. We should have made the transition from Language Emperience to basals a little smoother by using preprimers and primers while children were still dictating emperience stories. Bravo for creative writing - this was the area that really blossomed. It was nice to see that the children can be so creative and imaginative.

Individual diagnosis allowed us to place children for reading instruction and to deal with their reading difficulties much more accurately. Using Language Experience with our low achievers (3rd and 4th grade) was exciting for bot children and teachers. We reached many more children this year than ever before. The main weakness in our program was in the area of comprehension.

I feel that I was able to individualize most of the language arts curriculum and I feel much better about the chiliren's progress. Teacher growth has been tramendous this year. So much knowledge, but not enough time to implement!

I feel good about all the creative writing done this year and the children's interest in it. Happfully, we will be able to expand our ideas much more next year and to teach more to our own strengths.

Using experience acories was a tremendous help this year for our low achievers. I had difficulty in the perinning of the year because I found myself spending far too much time with the our children using experience stories. I also individualized recains more than in the pest and it was most rewarding. I feel more competent in the organic of interpreting reading tests but would appreciate more help with this next year.



11.01

Using "directed reading-thinking activities" helped low ability pupils use their comprehension smalls more successfully and gave them a measure of confidence. This has been a great year for reading and all of the children that I worked with showed enthusiasm and growth in reading.

I was very pleased with the children's response to "directed reading-thinking activities". Not only did they enjoy the ones I prepared, but they also enjoyed creating their own. I was also pleased with the individualized reading program this year. I feel that the children did much more reading than if they'd been assigned three or four stories to read per week from basal readers. They seemed to enjoy choosing what they wanted to read. I think partial proof for the increased amount of reading this year is the fact that Arrow Book Club sales almost doubled over last year's sales.

INSTRUCTIONAL AIDES CONMENTS

I strongly believe that I was not used effectively as an instructional aide. Rather than being used to man interest centers, I think my time in the class-room would have been more profitable had I helped to individualize instruction and work with pupils on a one-to-one basis with either remedial or enrichment activities. Another important factor that I feel had an effect or my position was the lack of cooperation and interest between the teachers and the aide.

My major concern this year as an instructional aide has been the responsibility I have had with the actual teaching of students. I did not expect that my duties would require classroom teaching. Since my training has not been in the field of Elementary Loucation, I felt extremely hesitiant about suitable methods and materials. Periodically, children were regrouped and I would not know what lesson I was to teach that day. In addition to this concern, I made many of the materials I used for written work and I created my own lesson plans. Most often my work for the school required another two hours at home per night for which I was not paid. There is no doubt that the program was successful. I found it interesting, challenging, and rewarding. I believe, however, that in the future it would be advantageous for the staff and aides to meet to determine some set of ground rules which would be universal for all classrooms.

I have enjoyed working in this program. I think many children benefited by the additional instruction provided by the aide. The teachers were pleasant and enjoyable to work with. At the beginning of the year the teachers and aides should have defined the jub of the aides more specifically. In one room I would work almost entirely with children while in the other room I graded papers all the time. I think the main problem was the way in which teachers used the aides. They used you however they wanted to and sometimes reading had nothing to do with it.





Various Levels of Reading Number of Children at Walnut Grove School

1	-		т —	1	- ₁	K		{√ {√
Grade 7				/~		7	7 27	
Grade 6		٠	1	1	2	2,72	91 59	
Grade 5			2	00	20,	39 38	2 2	
Grade			7-	2	24 21 21	25	174	X
Level			7	15 6	16 16	18	-	
Ievel 7			8	21	77 77	7	7	
Lovel			11 11	32 /	16	72		
Level		2	1 17	23	3 16	1		
Level 4	~	8	61	17 5	~ (8	1		
Level 3		15 / 17	7 19	16 2	9			
Level 2	6,45	£5 23	10	9		1	7,	
Level	21 40	2 / 12			1	~		
Pre- Reading	21	·						
	¥	de: ا	۲:	дъ	Gr. 4	Gr. 5	3r. 6	řey:
			_	•	_ ~			ر. و ٠,

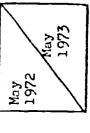
Preprimers Readiness Level Level

Preprimers Book] Level Lena

Level Level Level Level

Book 22 Book 22 Book 32 Book 32

is the result of a nore thorough analysis (informal reading inventories) of pupil reading achievement than was used in May, 1972, when teachers These figures are based upon informal evaluation conducted by teachers. The greater spread of reading levels at each grade level in May, 1973, estimated the reading achievement levels of their students.



July 28, 1972

EXTENDIBLION DIGITAG PRAD COUR

Part A

- 1. Walaut Grove School
 Ferguson Lecryanized School District 3-2
 1248 N. Florissant Road
 Ferguson, Mispouri 33135
- 2. Amount to be carried over \$2000.00
- Date of desired expension October 10, 1972.
- 4. Activities during extension period:

Consultant Services

Four consultants who assisted in staff development during the sum or of 1972 will concince their association with us.

- September 10 Dr. J. Taumonce Pascicre, Asimpliate Professor of Counseling Education. Indiana State University, well observe and assist training with techniques to establish a positive classion climate.
- October 4 & 5 Dr. W. Doise? Hemmond, Ansociate Professor of Education, Californiand University, Rochester, Michigan, will consult with te chers and descriptions with children various aspects of a many ger Emperious Approach to the Teaching of Scading.
- Outour 6 Dr. Veralle Hardin, Professor of File stion, University of Microuri, Columbia, Microuri, will remain and as lot teachers such observation reading problems in the school.

Instructional L. .

Four Instructional Alass will a similar their with on Art 23. This besides the requirement of the special sticking the requirement of the special sticking and the special sticking and the special sticking will be a special structure of the period. The special sticking will be a special structure of the special structure

٠٠٠,

Cormunity Involvement

- 1. The Unit Tack Force will review the current status of the program and make proposals particularly in regard to parental involvement in the reading program for the 1972-73 sch ol year.
- The September P.T.A. meeting will focus on the accomplishments of the R²R Program during the summer and inform parents of future goals and objectives.
- 3. Orientation to the Walnut Grove program will be provided for student teachers, students in the teaching of reading, volunteer parents, and McCluer High School Aides.
- 4. A workshop will be held for parents of young children on beginning reading skills.

Diagnostic Prescriptiva Instructional Program

- A reading specialist will determine those children who will receive special reading assistance through testing and observation.
- The reading specialists will begin her work with selected children. This will provide additional service beyond that of the regular teacher's work.
- 3. The Program Developer will work with each teaching team in planning, diagnosing, evaluating and generally assist in implementing teaching plans made during the summer inservice.
- 4. Teachers will compare the present assessment of students wich that made during the summer.
- 5. Fifth and sixth graders will prepare for their work as tutors with kindergarteners using the SWAL Reading Program and also other students.



, 3. -

5. Budget

August 31 - October 10, 1972

1. Total Personnel

\$2,357.00

Line I Item 1.1 - Salaries and Works

Instructional Aides
4 Aides 3 \$15.00 a day for 31 days \$1,860.00

Line 1.2 - Fringe Penefits

FICA

97.00

Line 1 3 - Consultant and Contract Services 400.00

2. Total Non-P r-onnel

\$443.00

Line 2.1 - Travel

250.00

Line 2.3 - Supplies and Materials

193.0J

TOTAL \$2,800.00